DOCUMENT RESUME

ED 091 664 CS 001 112

AUTHOR	Sontag, Marvin; And Others
TITLE	Program of Diagnostic Procedures to Forestall Reading Difficulties and Improve Reading Achievement. Evaluation of State Urban Education Programs in New York City, 1968-69.
INSTITUTION	Center for Urban Education, New York, N.Y.
SPONS AGENCY	New York City Board of Education, Brooklyn, N.Y.; New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation.; Office of Education (DHEW), Washington, D.C.
REPORT NO	SA-0169
PUB DATE	Sep 69
NOTE	119p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Early Childhood Education; Educational Diagnosis; Parent Participation; Parent Reaction; Principals; Program Development; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; Student Improvement; Teacher Attitudes; Teacher Education
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; New York City

ABSTRACT

Focusing on a New York City school district educational project funded in December 1968 and performed under contract with the New York City Board of Education, this publication evaluates the continuation of several 1967-68 Title I activities, including two decentralized parts of the Early Childhood Program--diagnosis and special instruction in reading, and parental involvement in a reading improvement program. Sections in addition to a general description include "Status of the Project in Each School District," "Overview of Implementation of the Program," "Principals' Reactions to Program," "Classroom Teachers' Reactions to Program," "Classroom Teachers' Ratings of Pupil Progress," "Parents' Reactions to Program," "Teacher-Training Programs," "Coordinators' Impressions of the Program," "Diagnostic Procedures," and "Summary of Findings and Recommendations." Appendixes consist of tables, instruments used in the project, and a staff list. (JM)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

E001e

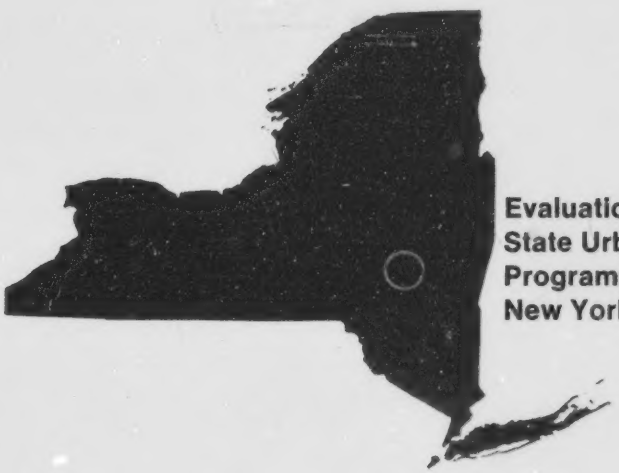
ED 091664

Project No. SA-0169

PROGRAM OF DIAGNOSTIC PROCEDURES TO FORESTALL READING DIFFICULTIES AND IMPROVE READING ACHIEVEMENT

by Marvin Sontag, Elizabeth Hagen, Elazar Pedhazur, and Richard Hansen

September 1969



Evaluation of
State Urban Education
Programs in
New York City 1968-69

The Center for Urban Education
105 Madison Avenue, New York, N. Y. 10016

C S 001 112

ED 091664

Center for Urban Education
Educational Research Committee
State Urban Education Program Evaluation

PROGRAM OF DIAGNOSTIC PROCEDURES TO FORESTALL READING DIFFICULTIES AND IMPROVE READING ACHIEVEMENT

Marvin Sontag, Elizabeth Hagen, Elazar Pedhazur,
and Richard Hansen

Evaluation of a New York City school district educational project funded under the New York State Urban Education Program (Chapter 685, Section 9, Subdivision 12, Laws of 1968, New York State Legislature), performed under contract with the Board of Education of the City of New York.

September 1969

TABLE OF CONTENTS

Section		Page
I	GENERAL DESCRIPTION	1
II	STATUS OF THE PROJECT IN EACH SCHOOL DISTRICT	2
	A. Programs Affiliated With a University or Hospital	4
	B. Programs as Part of General School Activities	10
	C. Programs Affiliated With the Bureau of Special Reading Services	26
	D. Afterschool Programs	33
	E. Districts Due to Start Programs in September 1969	36
III	OVERVIEW OF IMPLEMENTATION OF THE PROGRAM	39
IV	PRINCIPALS' REACTIONS TO PROGRAM	50
V	CLASSROOM TEACHERS' REACTIONS TO PROGRAM	63
VI	CLASSROOM TEACHERS' RATINGS OF PUPIL PROGRESS	67
VII	PARENTS' REACTIONS TO PROGRAM	70
VIII	TEACHER-TRAINING PROGRAMS	73
	A. Descriptions of Teacher-Training Programs	73
	B. Reactions of the Teacher Participants	76
IX	COORDINATORS' IMPRESSIONS OF THE PROGRAM	81
X	DIAGNOSTIC PROCEDURES	86
	A. Diagnosis of the Individual Child	86
	B. Diagnostic Battery	88
XI	SUMMARY OF FINDINGS AND RECOMMENDATIONS	90
APPENDIX A	TABLES	
APPENDIX B	INSTRUMENTS	
APPENDIX C	STAFF LIST	

I. GENERAL DESCRIPTION

The Program of Diagnostic Procedures to Forestall Reading Difficulties and Improve Reading Achievement is a decentralized program funded in December 1968 under the New York State Urban Education Program with an allocation of approximately $826,000.[1] The program was set up to provide reading services to first and second grade children in poverty area schools. In addition, early childhood teachers were to receive training in the recognition, diagnosis, and remediation of reading difficulties. The objectives of the program, as outlined in the original project description, are as follows:

> "To identify those children for whom reading disabilities are predicted.
> To diagnose and/or isolate the nature of the disabilities.
> To provide a program of instruction which will circumvent or ameliorate the problem and strengthen reading skills.
> To diagnose perceptual deficiencies and provide treatment for those children who manifest problems in this area.
> To provide intensive training for teachers in the program and supportive assistance to teachers who will profit from demonstrations, workshops, and seminars featuring successful techniques."

In the spirit of decentralization, each eligible district was asked to submit its own proposal which covered its projected plans for meeting all or part of the above objectives. In fact, no two districts submitted identical plans.

---

[1] According to the project proposal, an additional $274,000 of ESEA Title I funds were allocated to this project. The original intention had been to use only Title I funds. The shift to New York State Urban Education Program funds was made later. In effect, this project represents a continuation or expansion of several 1967-68 Title I activities, including two decentralized parts of the Early Childhood program, namely, Diagnosis and Special Instruction in Reading, and Parental Involvement in a Reading Improvement Program.

Over 4,000 first and second grade-children in 26 districts were serviced by this project. All these children were from inner city poverty areas and had identifiable problems in reading or reading readiness. Samples of these children were selected for inclusion in the evaluation. In the secondary target group were an estimated 500 teachers in 122 schools who were involved in early school reading. Some of these teachers were trained in the techniques of early recognition and diagnosis of potential reading problems. Additional teachers received supportive training through observation of the program and consultation with the clinicians.

It is anticipated that in September 1969, the program will be implemented in three more school districts -- I.S. 201, Ocean Hill-Brownsville, and Two Bridges.

II. STATUS OF THE PROJECT IN EACH SCHOOL DISTRICT

In view of the diversity of local conditions, unique needs, and different emphases in various districts, it was important to determine the exact nature of the project in each area. Toward this end, personnel in charge of the program in each district were interviewed on two occasions; first, shortly after mid-April when the evaluation began, and again during June.

Among the major topics dealt with were: (1) participating schools; (2) the nature and scope of the diagnostic program: (3) the nature and scope of the reading program; (4) the budget and disbursement of funds; (5) personnel; (6) coordination between project and classroom activities; (7) materials employed in the diagnostic and/or reading program; (8) professional and paraprofessional training related to the project; (9) parental involvement; and (10) procedures for the evaluation of the program. (See Appendix B for initial and final interview schedules.)

Despite the diversity of orientations across districts, it was felt that grouping districts according to some common denominator would provide a more integrated and meaningful presentation of the findings. The factor used for grouping was the overall organization of the program. Four basic patterns emerged: (1) programs affiliated with a university or a hospital; (2) programs conducted as part of the general school activities; (3) programs affiliated with the Bureau of Special Reading Services (SRS); (4) afterschool programs. A fifth grouping discusses the three districts where programs are scheduled to begin in September 1969.

Summaries of district evaluations in this final evaluation report are presented within the above groupings. It should be noted that the difference between the numbers of pupils referred for diagnosis and the number receiving remedial help was caused by limited funds and facilities. In most cases only children who exhibited the greatest needs were selected for intensive remedial help.

A. PROGRAMS AFFILIATED WITH A UNIVERSITY OR HOSPITAL

District 1 - Manhattan

Date program started: October 1968

Budget: $50,000 for District; $21,500 for Bellevue Project; remainder spent by Bureau of Special Reading Services (SRS) affiliation program.

Participating schools: PS 4, 15, 19, 34, 40, 61, 63, 64, 97, 122, 140, 160, 188.

Number of children in programs: According to the proposal, 100 children were to have been serviced; 75 children were actually serviced.

Personnel: Two directors, two special reading teachers, and a secretary were hired. The project directors were involved primarily in the diagnostic process, in the supervision of the reading teachers, and in the outlining of therapy. The functions of the reading teachers were to aid in the diagnostic process and to supervise the participating teachers in the teacher-training program.

Problems relating to payments for the special reading teachers were noted. In addition to reducing the requested salaries from $9,000 to $6,200, there were delays in payment of these salaries.

Summaries of district evaluations in this final evaluation report are presented within the above groupings. It should be noted that the difference between the numbers of pupils referred for diagnosis and the number receiving remedial help was caused by limited funds and facilities. In most cases only children who exhibited the greatest needs were selected for intensive remedial help.

A. PROGRAMS AFFILIATED WITH A UNIVERSITY OR HOSPITAL

District 1 - Manhattan

Date program started: October 1968

Budget: $50,000 for District; $21,500 for Bellevue Project; remainder spent by Bureau of Special Reading Services (SRS) affiliation program.

Participating schools: PS 4, 15, 19, 34, 40, 61, 63, 64, 97, 122, 140, 160, 188.

Number of children in programs: According to the proposal, 100 children were to have been serviced; 75 children were actually serviced.

Personnel: Two directors, two special reading teachers, and a secretary were hired. The project directors were involved primarily in the diagnostic process, in the supervision of the reading teachers, and in the outlining of therapy. The functions of the reading teachers were to aid in the diagnostic process and to supervise the participating teachers in the teacher-training program.

Problems relating to payments for the special reading teachers were noted. In addition to reducing the requested salaries from $9,000 to $6,200, there were delays in payment of these salaries.

Diagnostic program: Children in the first or second grade were referred for diagnosis by their teachers. Parents were contacted by the school's guidance counselor to obtain permission to test the child.

The diagnosis proceeded in several directions. Each child underwent an extensive testing program employing the facilities of Bellevue Hospital. The child's teacher was interviewed by the examining team and was encouraged to observe the testing procedures of her pupil. In an attempt to detect home-related variables and to get a complete developmental history, parents were interviewed by the examining team.

As of May 1, 75 pupils were referred for diagnosis. After diagnostic workup, 50 were placed in remedial reading programs. The specific results of the diagnosis and the recommended remedial program for each child were discussed by the project staff with the respective participating teacher.

Remedial reading program: The remedial program was carried out by the participating teacher under the supervision of a reading specialist. Teacher-training was thus individualized and geared to the specific situation. The participating teacher held four weekly sessions with the child, employing materials developed by the project directors.

Teacher-training program: The main thrust of the Bellevue program was teacher-training, in which 41 teachers participated. These teachers met weekly on an individual basis with the staff reading teachers. As a vehicle for this program, children recommended for remedial reading were given diagnosis and accepted for remedial work or recommended for other appropriate help. Inasmuch as the directors felt it was not possible to train teachers in the absence of pupils, these pupils become an integral

part of teacher-training. It is hoped that participating teachers will be able to establish teacher-training programs in their own schools.

In addition, a teacher-training program was conducted under the direction of the Bureau of Special Reading Services. One teacher-trainer worked for two-week periods in each of the serviced schools with classroom teachers, parents, and paraprofessionals.

District 4 - Manhattan

Date program started: 1967-68. Resumed in December 1968.

Budget: $20,000.

Participating schools: PS 101, 155.

Number of children in programs: Approximately 100.

Personnel: Two special reading teachers and four paraprofessionals were to have been hired. One reading teacher and the paraprofessionals were hired. In addition, outside consultants were employed.

Diagnostic program: The primary goal of the program was to work with slow classes. Two classes from PS 101 and two classes from PS 155 were selected. Diagnosis was conducted with standardized reading tests administered by the classroom teacher. This was done periodically and the results served as one of the means of evaluating the effectiveness of the remedial reading program.

Remedial reading program: The remedial work utilized a Skills Station Program developed by Dr. Alan Cohen of Yeshiva University, and supplementary materials such as Science Research Associates (SRA) Reading Labs; Bank Street Readers were also used. The special reading teacher worked with the regular classroom teacher and the paraprofessionals five mornings a week. In addition, she conducted demonstration lessons

observed the work of the classroom teachers and the paraprofessionals, and conducted conferences for the purpose of analysis and discussion of the ongoing work. Outside consultants were also involved in some of the phases of observing and working with the teachers.

Parental involvement: The reading teacher held monthly meetings with the parents. During such meetings, discussions about the program were held to enhance the program's effectiveness.

District 18 - Brooklyn

Date program started: December 1968

Budget: $15,000.

Participating schools: PS 150, 298.

Number of children in programs: Of 60 children referred for diagnostic testing, 12 from PS 150 and 12 from PS 298 were placed in remedial reading programs in their respective schools.

Personnel: Two special reading teachers, one in each school, were involved in the program.

Diagnostic program: The program was conducted at the Brooklyn Psychiatric Center. All services at the Center were provided free of charge.

Diagnosis began with referrals by classroom teachers and school principals. Criteria for further diagnostic procedures were that the child be: 1, in second or third grade; 2, not involved in other guidance or therapy programs; and 3. at least two years behind in grade equivalent score on a standardized reading achievement test.

The diagnostic process at the Brooklyn Psychiatric Center included perceptual and cognitive tests.

Remedial reading program: The remedial program was based on an intersensory (multimedia) approach. Considerable effort was directed toward winning the confidence and cooperation of the child through an individualized experiential approach.

Initially, little attention was devoted to the reading process. Children were encouraged to paint, to talk, to work with craft materials, and the like.

Sullivan Readers were ordered but did not arrive. Intersensory materials were supplied by the District Superintendent's office.

District 21 - Brooklyn

Date program started: November 1968.

Budget: $17,000.

Participating schools: PS 90, 188, 288.

Number of children in programs: Of 700 pupils screened, 168 received individual evaluations and/or treatment.

Personnel: A psychiatrist, project director, and reading consultant were paid from other funds. Three paraprofessionals were paid from project funds.

Diagnostic program: The program was operated through the Division of Psycho-Educational Services at Coney Island Hospital, under the direction of Dr. Lillie Pope.

All kindergarten, first grade, and second grade children in the target schools underwent group screening conducted by the reading consultants. A reading diagnostic inventory especially designed by the Coney Island Hospital Learning Disabilities Clinic was employed in this diagnosis.

Children referred by teachers were given an intensive individual diagnostic workup which included the Bender-Gestalt test and psychiatric evaluations. In many cases, parents were interviewed in an effort to determine home-related variables.

Training program: In addition to ongoing training in the schools, teachers attended a ten-session workshop at the Coney Island Hospital. Training was accomplished in demonstration groups, orientation sessions, meetings with the team, and regular discussion meetings. One element of the training program was the use of demonstration sessions in which reading teachers and paraprofessionals observed experienced reading teachers perform diagnosis and remediation.

Remedial reading program: Psycho-educational recommendations were made for each child diagnosed in the program. Selected children who needed intensive tutorial assistance were referred to the Learning Disabilities Clinic at the hospital. Groups of children were taught by the reading consultant once a week at each school. For the majority of children, psycho-educational recommendations were given to the classroom teacher in regular conferences by the reading consultant. Teams of psychiatrists, corrective reading teachers, and a reading consultant assisted and supervised the remedial program conducted in the schools.

Parental involvement: In addition to interviews conducted with parents when necessary, four paraprofessionals served as liaison between the schools and the home.

B. PROGRAMS AS PART OF GENERAL SCHOOL ACTIVITIES

District 3 - Manhattan

Date program started: September 1968.

Budget: $26,500.

Participating schools: PS 130, 134.

Number of children in programs: There were 30 children in each school, for a total of 60.

Personnel: A coordinator at the district level was in charge of diagnosis and remediation. Two remedial reading teachers, one in each school, performed remediation, assisted by one paraprofessional in each school.

Diagnostic program: Two licensed psychologists, not hired under State Urban Education funds, administered standard diagnostic instruments to pupils who were referred to them by classroom teachers and guidance counselors. Among the diagnostic instruments used were the Bender-Gestalt, WISC, Frostig, and Draw-a-Picture tests. In diagnosis, 150 pupils were screened; 60 were given intensive individual workups; and no additional diagnoses were planned. Results of diagnosis were communicated to remedial reading teachers. Conferences were also held in which psychologists, remedial reading teachers, and classroom teachers discussed the diagnoses of individual pupils.

Remedial reading program: The main purpose of remediation was to prepare pupils with perceptual impairments for reading readiness. Remediation was highly individualized and directed toward a unique diagnosis for each child. Grouping of children was scheduled according to the sequence of classes in each school. Perceptual training sessions were held daily, during school hours, and were added to the child's regular

program. Sessions lasted about 45 minutes. The majority of remedial activities were carried out by the remedial teachers who were assisted by paraprofessionals. A large number of materials were employed in remediation, including the Noble and Noble try series, Matrix games, plastic alphabet letters, the letter form board, and the Houghton-Mifflin series. Since perceptual training played such an important role, perceptual motor aids such as walking boards and balancing boards were also used in the program.

Parental involvement: Bilingual paraprofessionals played a key role in winning parental involvement. Conferences with parents, school meetings, and observations were the means of securing involvement of parents.

District 7 - Bronx

Date program started: March 1969.

Budget: $62,192.

Participating school: PS 49.

Number of children in program: Two hundred pupils were taught by classroom teachers, who were in the teacher-training program.

Personnel: One reading teacher was hired to coordinate the program and act as a teacher-trainer.

Diagnostic program: The principal thrust of the program was teacher-training in a particular reading program. The reading teacher began some limited diagnosis of problem children in mid-May. The pressure of time curtailed the diagnostic program.

Remedial program: The remedial program was carried on by first and second grade teachers in their regular classrooms using the Mac-

millan Company programs in Breaking the Sound Barrier. Teachers conducted the program daily for 15-minute periods as a supplement to the regular reading program. Nine second grade classrooms were involved.

Teacher-training: The main emphasis of the program was teacher-training in utilizing the remedial materials. Sessions with the 9 classroom teachers, the supervisors, and other interested teachers were begun on a twice-a-week basis early in April. Fifteen sessions were held for the 15 teachers. The sessions met after school for two-hour periods. Participating teachers were paid $9.00 per session for attendance.

Parental involvement: A parent conference was held to explain the objectives of the program and methods by which parents could aid their children's progress. Attendance was poor.

District 10 - Bronx

Date program started: December 1968, as a continuation of the Early Childhood Title I program of the previous year.

Budget: $15,750.

Participating schools: PS 59, 85.

Number of children in programs: Eighty children were screened and involved in the remedial program.

Personnel: Two part-time reading teachers and two paraprofessionals were hired from project funds.

Diagnostic program: Children were referred to the program on the basis of scores on the Ginn reading tests and classroom teacher recommendations. The diagnostic program was carried out by the special reading teachers using such instruments as alphabet recognition, word

recognition, and perceptual and auditory discrimination tests. The results of the diagnosis were communicated to classroom teachers through individual conferences.

Training program: The reading teachers were trained by the district reading coordinator. The reading teachers then trained the paraprofessionals. Training of classroom teachers was not part of the program.

Remedial reading program: The children in the program met with the special reading teacher daily in groups of 5 to 7 for half-hour periods. The remedial program was individialized and different approaches were used with different groups. Materials such as pattern boards, alphabet cards, filmstrips, and auditory materials were used. The program supplemented regular classroom reading instruction.

Parental involvement: Parents of children in the program were invited to participate in conferences and to meet with the special reading teachers during open school days.

District 12 - Bronx

Date program started: 1967-68. Resumed in November 1968.

Budget: $50,000.

Participating schools: PS 6, 20, 23, 47, 50, 57, 61, 66, 67, 77, 92, 99, 134.

Number of children in programs: Eighty children were in a special remedial program. Other children were affected by teacher-training and guidance, as desribed below.

Personnel: Two reading counselors, a school psychologist, a social worker, a typist, two educational assistants, and a teacher aide

were to have been hired. Because of space limitations, only two reading counselors were hired, one of whom left the program in April 1969.

Diagnostic program: The reading counselor was involved in the diagnosis of 90 children from PS 61 and 92.

Remedial reading program: Of the 90 children referred for diagnosis, 80 were identified as being in need of intensive tutorial assistance. The reading counselor met with small groups of children for two-week periods, four times a week. This phase of the program was terminated when the reading counselor left in mid-April.

Training program: A reading counselor spent one day a week in each of four schools for a period of four weeks. Classrooms were used as workshops for the purpose of demonstrating techniques of teaching reading to interested teachers in the school. The goal was to improve the skills of the teachers in the district.

District 13 - Brooklyn

Date program started: September 1968.

Budget: $52,503.

Participating schools: PS 3, 9, 46, 56, Nativity School, and St. Peter Claver.

Number of children in programs: Approximately 120.

Personnel: Eleven paraprofessionals were hired. Two positions for paraprofessionals remained unfilled. All other personnel, e.g., Reading Center Director, psychologists, and reading teachers, were not salaried through State Urban Education funds.

Diagnostic program: Pupils having reading difficulties were selected by school principals and guidance counselors for diagnosis.

The diagnostic process was conducted by the reading teachers in consultation with licensed school psychologists. The tests used included the Roswell-Chall, Botel, Frostig, and Bender-Gestalt. As a consequence of the diagnostic process, children were placed in remedial programs specifically geared for their needs.

Training program: Reading teachers and paraprofessionals underwent a program of training which consisted of orientation sessions, weekly conferences, and observations. Licensed psychologists and school principals consulted with the reading personnel throughout the training stages.

Remedial reading program: Most of the remedial work was individualized. Reading teachers as well as paraprofessionals were involved in the program. Remedial sessions were held four days a week for one hour each day during school hours and replaced the regular reading classes. Materials included standard reading programs, tape recorders, and tachistoscopes.

Results of diagnosis and remediation were transmitted to the classroom teacher in formal written reports as well as in informal conversations.

Parental involvement: The paraprofessionals acted as liaison between the schools and the home. The cooperation of parents was solicited through home visits, telephone conversations, and meetings held at the schools.

District 16 - Brooklyn

Date program started: September 1968.

Budget: $45,506.

Participating schools: PS 5, 26, 81, 106, 151, 274.

Number of children in programs: Sixty children (20 in each of three schools) received intensive remediation. All other schools in the district (360 children) were involved in the Educational Development Laboratories (EDL) "Listen, Look, and Learn Program."

Personnel: A project coordinator, two teachers, a psychiatrist, and a social worker were employed in the program. Three positions remained unfilled -- two teachers and one family assistant.

Diagnostic program: Diagnostic procedures included a test battery, team conferences, followup testing, and interview by the staff psychiatrist, plus additional staff conferences. The following tests were administered: Frostig Test of Visual Perception, Murphy-Durrell Readiness Test, Wepman Auditory Discrimination Test, Peabody Picture Vocabulary Test, and the Roswell-Chall Test of Blending. In addition to these tests, a nonstandardized drawing test and informal questions for vocabulary and comprehension were used. Following the testing program, a staff conference was held to discuss the results, and a remedial program was outlined for each child.

Training program: Classroom teachers and educational assistants were trained to understand the diagnostic and remedial techniques employed at the district's clinic, followup procedures for the classroom, and the use of specialized materials. Five training days were held for educational assistants. Five training days and two followup workshops were held for classroom teachers. A total of 20 classroom teachers, 7 educational assistants, and approximately 10 other interested personnel were involved in the program.

Remedial reading program: The program was conducted three or four

times a week; the sessions lasted 50 to 60 minutes. Children were grouped according to specific deficits noted on the Frostig Test of Visual Perception. The program emphasized visual and auditory perception. Remedial sessions included teaching of skills (auditory and/or visual), motor coordination exercises, kinesthetic activities, and concept development through listening to stories and participation in discussions. In addition to the Frostig materials, the program used the Murphy-Durrell Speech to Print Phonics Kit, Merrill Linguistic Readers, Follett Listen-Read Books, Scott-Foresman Talking Alphabet, and story telling. The EDL was used in the classrooms as followup material. The remedial program was planned to meet the specific disabilities of individual children. Project teachers worked with children on a one-to-one basis.

District 17 - Brooklyn

Date program started: December 1968. It was continued from February 1968 when it had been supported by Title I Early Childhood program funds.

Budget: $42,938.

Participating schools: PS 156, 167, 175, 189, 191, 316, 396.

Number of children in programs: Approximately 150 children were screened this year. About 95 children were attending a remedial program at any given time; the high degree of family mobility and poor attendance created a rapid rate of turnover.

Personnel: The program employed a full-time remedial reading teacher, a part-time remedial reading teacher, a family assistant, and a three-fifths-time social worker.

Diagnostic program: On the basis of the New York State Reading Readiness Test and classroom teacher and guidance counselor judgment, children were selected for further diagnosis. Because the program was geared to parental involvement and because children in some cases were transported to a different school for the reading sessions, a letter and a permission slip were sent home with the child for the parent's signature. If there was no response, a telephone followup was made. If a parent could not be contacted in this way, a family assistant or a part-time social worker visited the home in a final attempt to get parental permission. Once this permission was obtained, the classroom teacher filled out a referral form including previous test data, a teacher rating, and an attendance rating for the child. Children were then selected by the reading clinic teacher for more extensive diagnostic work. Children with poor attendance records were not given high priority. Results of the diagnostic procedure were reported to the classroom teacher in informal conferences and in written diagnostic form.

Remedial reading program: The remedial reading program operated in PS 175, 189, 191, and 316. Children in the other schools were brought to the program by the family assistant. Children went to the remedial reading classes for a minimum of two 55-minute sessions a week and a maximum of four sessions a week. They met with one of the reading clinic teachers in a group of up to six children. The emphasis of the program was on language development and auditory and phonetic skills. Care was taken not to remove a child from his regular class when reading, music, or art was being taught. Among the materials used were the Stern

structured reading series, phonetic keys to reading, and the Chandler Reading Program. The Frostig materials were to have been used; however, not all the materials were received.

Parental involvement: A second very important phase of the program was the involvement of parents of the children in the program. All four centers had at least one group meeting. One center had three meetings. Attendance increased from 0-10 percent last year to about 33 percent this year. These meetings were arranged by the social worker and the family assistant. An attempt was made to follow up on parents who did not attend, for the purpose of setting up individual conferences or urging them to attend the next meeting. In addition, conferences were set up regarding health and behavior problems as they occurred. There was some contact with an estimated 50 percent of the parents.

District 20 - Brooklyn

Date program started: April 1969.

Budget: $5,000.

Participating schools: PS 48, 102, 103, 104, 105, 127, 140, 160, 164, 170, 176, 185, 186, 192, 201, 204, 223, 227, 229, 247, 259.

Personnel: The district reading coordinator, part of whose salary was paid from State Urban Education funds, was in charge of the program.

Teacher-training program: The program in this district was organized mainly for the purpose of teacher-training. A series of seminars was planned to begin on October 2, 1968, but due to delays in funding the program did not start until April 7, 1969.

Two sections were organized and were conducted by the district reading coordinator. Upon recommendation of the school principal, one

section was opened to all teachers in the district. Thirty-five teachers were enrolled in this section. The second section consisted of 15 teachers.

Seminars were held once a week for two hours after school. Eleven such seminars were planned, but due to the delay in the beginning of the program only ten were held.

Textbooks and reference books for participating teachers were ordered in March. As of June 24, the books had not arrived.

Parental involvement: Parents of children in the district schools were to be invited to participate in the seminars, but no parents registered for the seminars.

District 23 - Queens

Date program started: February 1969.

Budget: $8,000.

Participating schools: PS 17, 76, 122, 166, 171.

Number of children in program: Of 330 pupils screened, 96 were given intensive individual workups.

Personnel: A reading coordinator and two part-time reading teachers, who jointly carried the equivalent of one full-time load, were involved.

Diagnostic program: Children who were bussed to a school out of their neighborhood underwent informal screening diagnoses consisting of skills inventory tests and informal textbook tests. In addition, children serviced by other reading teachers in the schools underwent a similar diagnostic process. The diagnosis was carried out by the reading teachers employed in the program. No psychological evaluations were employed in the diagnostic process. Diagnosis determined which of the children

were to be placed in remedial reading programs.

Training program: Training intended primarily for the reading teachers was conducted at the District Office and in the schools. In the District Office, the reading program coordinator reviewed available diagnostic and remedial materials with the teachers. Weekly conferences were held in the schools as well as occasional demonstrations with school personnel on a rotating basis.

Remedial reading program: Remediation was individualized and dependent on the diagnosis. Remedial activities included games, use of special teacher-made material, commercial reading programs, and trade books. Sessions which supplemented the child's regular reading program were held once a week in PS 76, 122, and 171, and twice a week in PS 17 and 166.

District 24 - Queens

Date program started: February 1969.

Budget: $15,000.

Participating schools: PS 19, 143

Number of children in programs: Of 23 pupils referred for diagnosis, 14 were placed in remedial programs.

Personnel: A psychologist, two part-time reading teachers, and a part-time secretary were involved in the program.

Diagnostic program: Pupils were referred to the psychologist by the assistant principals on the basis of teacher referrals. Individual diagnosis was carried out by the psychologist using such tests as figure drawing and the Bender-Gestalt. In addition, the psychologist interviewed the child's parents in an effort to detect home-related variables.

Conferences were held with the reading teachers and the classroom teachers to acquaint them with the results of the diagnostic process.

Remedial reading program: The program was conducted by two part-time reading teachers under the supervision of the psychologist. Individual sessions were held for half-hour periods, three times a week. In most cases the first five minutes were devoted to perceptual training. The remaining 25 minutes were devoted to reading activities employing materials such as the SRA reading series. Other materials ordered for the program did not arrive.

The classroom teachers met informally with the reading teachers and the psychologist to discuss the progress of their pupils.

Parental involvement: Parents of some of the pupils participating in the remedial reading program were seen by the psychologist in an attempt to involve them in the remedial process by working with their children at home.

District 27 - Queens

Date program started: September 1968.

Budget: $25,607.

Participating schools: PS 42, 45, 96, 123, 155, 183, 197, 215.

Number of children in programs: Approximately 320.

Personnel: Three teacher aides and one reading supervisor were hired under State Urban Education funds. A school psychologist, provided for in the budget, could not be obtained. The program was directed by a district reading coordinator.

Diagnostic program: Kindergarten, first and second grade pupils in the schools served by the program were screened to identify students

with perceptual and reading difficulties. Reading teachers administered standard reading tests such as visual motor tests, the Frostig Inventory, the Murphy-Durrell, and Phonic Skills tests. A licensed psychologist was not available to administer psychological inventories. The emphasis of the diagnostic phase was on the determination of early perceptual difficulties that could affect subsequent reading achievement.

Remedial reading program: On the basis of diagnosis, small groups were formed that concentrated on specific and common remedial needs. Both reading teachers and teacher aides worked with pupils in remediation. As in diagnosis, primary emphasis was placed on perceptual deficiencies, so that a large number of perceptual training materials were employed -- for instance, alphabet blocks, Ginn kits, phonics kits, visual-motor materials, and auditory tapes were examples of perceptual training devices. The remedial program permitted small group and individual interaction and replaced the child's regular program. Reading sessions were held two or three days a week, depending on the school served, during normal school hours.

Parental involvement: Parents were involved in the program mainly through teacher aides who acted in a liaison role between the schools and the homes. School visitations for parents were also held.

District 29 - Queens

Date program started: March 1969.

Budget: $12,680.

Participating schools: PS 36, 52, 95, 116, 118, 134, 136.

Number of children in programs: Of approximately 200 children referred for diagnosis, most were retained for further diagnosis and

remedial work.

Personnel: Two special reading teachers, a social worker, and a family assistant were hired. One additional family assistant was to have been hired but none could be found. A psychiatrist and a psychologist were employed on a consulting basis.

Diagnostic program: Pupils referred by their classroom teachers and the school principals underwent a diagnostic program which included the New York State Reading Readiness Test and parental interviews. The reading teachers, the social worker, and the family assistant consulted with the psychiatrist.

Remedial reading program: The program was conducted in the local school by special reading teachers and the family assistant. Sessions were held once a week in groups of eight to ten for about one and a half hours. Teacher-developed materials as well as filmstrips, picture sequence cards, and other reading materials were employed.

The reading teachers held regularly scheduled conferences with the classroom teachers to discuss the progress of the pupils.

Parental involvement: Parent conferences were held in each school. As many as 75 percent of the parents whose children participated in the program attended. The social worker and the family assistant saw many of the parents individually to explain the program and help with family problems.

District 30 - Richmond

Date program started: 1967-68. Resumed in December 1968.

Budget: $11,000.

Participating school: PS 44.

Number of children in program: Approximately 150 pupils were tested in the fall. In addition, special diagnostic and remedial programs involved a small number of children.

Personnel: A special reading teacher was hired.

Diagnostic program: In the fall of 1968 the reading teacher tested all the second grade pupils using the Informal Textbook Test, a rhyming-elements test, and an initial and final consonant test. On the basis of the tests children were grouped for instruction. The reading teacher then worked with the second grade classroom teachers in planning appropriate study activities for these groups.

Eight first grade pupils who were referred to the reading teacher by their classroom teachers were tested and six were subsequently placed in special remedial programs.

Training program: Teacher-training was accomplished as part of the regular reading program. The reading teacher conducted demonstration lessons, helped classroom teachers in lesson planning, observed classroom teachers, and subsequently held conferences to discuss methods and techniques for improving the teaching of reading.

Remedial reading program: The reading teacher conducted remedial sessions for six first grade pupils individually or in groups. These sessions were held three times a week for half-hour periods. The first grade teachers were kept informed of the progress of their pupils.

The reading teacher and a speech teacher were engaged in developing materials for use in kindergarten for reading readiness.

Parental involvement: Workshops as well as individual conferences were held with parents in an attempt to solicit their cooperation and involve them in the remedial process.

C. PROGRAMS AFFILIATED WITH THE BUREAU OF SPECIAL READING SERVICES

It should be noted that most of the programs under the supervision of the Bureau were extensions of existing programs. This report deals with operations directly funded by the present project.

District 5 - Manhattan

Date program started: February 1969.

Budget: $29,583.

Participating schools: PS 76, 145, 149, 165, 180.

Number of children in programs: Of 56 pupils referred, 49 received remedial instruction. This activity was carried out in PS 76 and 165.

The remainder of the schools listed above took part in a teacher-training program described below.

Personnel: A reading counselor, a teacher-trainer, and a secretary were hired. Two paraprofessionals were to have been hired, but these positions were not filled.

Diagnostic program: The diagnostic program was administered by the reading counselor under the supervision of the Bureau of Special Reading Services. Pupils were referred for diagnosis by the classroom teachers and the school principals in PS 76 and 165.

After studying the children's health records to determine whether there were any related organic defects, the reading counselor administered a series of diagnostic reading tests developed by the Bureau of Special Reading Services.

The results of the diagnosis were reported by the reading counselor to the classroom teacher.

Training program: A teacher-trainer spent a two-week period at each of the following schools: PS 145, 149, 165, 180. During the two-week period the teacher-trainer conducted seminars for groups of teachers and worked with individual teachers on special instructional problems.

Remedial reading program: In PS 76 and 165 the reading counselor met with individual children twice a week for remedial work; 49 children have received such instruction.

District 6 - Manhattan

Date program started: November 1968.

Budget: $32,652.

Participating schools: PS 123, 186, 194, 197.

Personnel: One teacher-trainer was hired.

Diagnostic program: As a part of the teacher-training program 36 children were diagnosed. Children were referred by classroom teachers and diagnosed using special reading materials such as the Frostig, Wepman, Bender-Gestalt, and the word and alphabet recognition test.

Training program: The teacher-trainer spent a one-week period in each of the schools serviced. She conducted demonstration lessons and seminars for groups of teachers to demonstrate diagnostic techniques with individual children. One hundred forty-one teachers were involved. The training program was operated under the supervision of the Bureau of Special Reading Services. Conferences with school principals and other administrators were held.

Parental involvement: The teacher-trainer sponsored parent conferences to explain the reading programs in the schools.

District 8 - Bronx

Date program started: September 1968. Was not in operation for part of the fall because the reading teacher was ill.

Budget: $17,000.

Participating schools: PS 39, 60.

Number of children in programs: Of 60 children referred, 40 were retained for remedial work.

Personnel: A reading teacher and a part-time paraprofessional were involved in the program.

Diagnostic program: Children were referred to the clinic by classroom teachers and school principals on the basis of scores on the Metropolitan Reading Test and classroom observations. The reading teacher, with the assistance of the paraprofessional, administered an intensive diagnostic program including the use of SRS materials.

Remedial reading program: The program operated in PS 60. Children were brought to the clinic by a teacher aide four times a week for one-hour periods. The reading teacher met with the students in groups of six to ten. The remedial program was supplementary to classroom instruction and employed materials such as the Ginn Kit and manipulative and audiovisual equipment.

Classroom teachers met with the reading teacher to discuss problems and the progress of their pupils.

Parental involvement: The reading teacher met with parents of children who received remedial work.

District 9 - Bronx

Date program started: February 1969.

Budget: $27,601.

Participating schools: PS 2, 28, 35, 42, 55, 132.

Number of children in programs: A total of 1,900 children in grades one and two in the participating schools were involved. The main emphasis was on a group of 60 children in grade one at PS 35 and 55.

Personnel: Four persons were hired to operate the program; two reading teachers and two school aides (paraprofessionals) also participated.

Diagnostic program: Diagnosis was conducted through a Bureau of Special Reading Services clinic. Pupils were referred for diagnosis by classroom teachers and principals. Diagnostic instruments included the Metropolitan Reading Readiness and Reading Achievement tests for initial screening, and the Wepman, Bender-Gestalt, and Frostig tests for intensive individual work. About 1,900 children were observed for screening and about 60 children received intensive diagnosis.

Remedial reading program: Remediation was also conducted through a Special Reading Services clinic. Children having similar disabilities were placed in small groups of six to ten. Remediation involved manipulatory and perceptual tasks, and used such materials as the SRA graded readers and the Bank Street readers. Each child received remedial training twice a week for about one hour per session.

Parental involvement: Parents were brought into the program through conferences with reading teachers, parent workshops, observations, and contacts through paraprofessional family assistants.

District 14 - Brooklyn

Date program started: February 1969.

Budget: $36,000.

Participating school: PS 11.

Number of children in program: Of 58 children referred, 51 received remedial work.

Personnel: Two reading teachers and a teacher aide were involved in the program.

Diagnostic program: Children referred by classroom teachers and school principals were given a battery of tests which included the Wepman, Frostig, Bender-Gestalt, and an individual intelligence test administered by the school psychologist.

Remedial reading program: The program used a variety of materials such as Sullivan, SRA, Peabody Language Kit, and a Controlled Reader. Children were instructed individually or in small groups, depending on the kind and degree of deficits. Individual sessions were held twice a week for half-hour periods. Group sessions were held twice a week for one-hour periods.

Classroom teachers met with the reading teachers and were informed of their pupils' activities and progress in the remedial program.

Parental involvement: The school social worker contacted parents, interviewed them for case history data, and referred them to other agencies when necessary. The reading teachers called parent meetings on topics related to reading disability, and parental roles were discussed.

District 15 - Brooklyn

Date program started: September 1968.

Budget: $56,000.

Participating schools: PS 15, 27, 29, 38, 124, 146, 154, 172.

Number of children in programs: Of 104 children referred, 61 were placed in a remedial reading program.

Personnel: A teacher coordinator, a remedial reading teacher, a teacher-trainer, a school psychologist, and two educational aides were hired.

Diagnostic program: Children referred by classroom teachers and school principals were administered a battery of tests to assess perceptual-motor behavior, reading readiness, intelligence, and reading ability. Children diagnosed as having minor reading problems were placed in the regular school reading programs. The classroom teacher was given advice and guidance by the professional staff in dealing with the specific problems of the student. Children with serious difficulties were referred to special programs. The psychologist helped with diagnosis and conducted play therapy groups with children in need of special help.

Training program: The teacher-trainer gave demonstration lessons in problem areas. Special emphasis was placed on methods of detecting potential difficulties and techniques of handling prevailing problems.

Remedial reading program: Sixty-one children took part in this program. When necessary, children were given individualized instruction by the remedial reading teacher. This program was designed to supplement the regular school reading program. No uniform approach was used. Instead, an attempt was made to fit the program to the differing needs of the children. Among the approaches employed were work with phonics, audiovisual aids, and teaching machines.

Classroom teachers were kept informed of the work carried out in the remedial reading program and of the progress of their pupils.

Parental involvement: There was minimal contact with parents of children who were diagnosed as having reading difficulties. The school

psychologist occasionally worked with parents, but it was the feeling of the teacher coordinator that a full-time social worker or two paraprofessionals would be needed to achieve any meaningful parental involvement.

District 19 - Brooklyn

Date program started: September 1968.

Budget: $25,000.

Participating schools: PS 149, 190.

Number of children in programs: Approximately 65 children participated in remedial reading programs.

Personnel: A project coordinator (not paid by State Urban Education funds), a reading counselor, and a paraprofessional family worker were involved in the programs.

Diagnostic program: Nonreaders in the second grade were referred to the clinic by the school principals. Cumulative records for each child were examined by the reading counselor who decided which children were the most likely candidates for remedial treatment. Children selected were given brief screening diagnoses by a licensed psychologist (not paid by project funds), using such tests as the Bender-Gestalt, WISC, and Goodenough. From the screening process, some children were retained for intensive diagnosis which included the Roswell-Chall, Perceptual-Motor, Phonic Skills, and Comprehension Skills tests.

Remedial reading program: Remediation was prescribed individually on the basis of the diagnosis. The major goals were to increase sight vocabulary and to develop reading comprehension. A wide variety of techniques was employed, including the use of standard programs, tape recorders, film strips, and reading projects.

Classroom teachers were informed of the results of the diagnoses as well as the progress of their pupils in the remedial programs.

Parental involvement: A paraprofessional family worker served as a liaison between the home and the school.

D. AFTERSCHOOL PROGRAMS

District 2 - Manhattan

Date program started: January 1969 for second graders; February 1969 for first graders.

Budget: $31,500.

Participating schools: PS 72, 107, 108, 109, 121, 146, 168, 171, 198.

Number of children in programs: Approximately 360; 20 in grade one and 20 in grade two, in each of the schools listed above.

Personnel: A supervisor and two reading consultants from Hunter College and one reading consultant from Queens College were responsible for the overall program. Eighteen paraprofessionals, 9 reading teachers, and a guidance counselor were hired for the program. Positions for 2 psychologists remained unfilled.

Diagnostic program: First graders who had not begun to read by January and second graders who exhibited reading deficiencies were selected for diagnosis, which included Murphy-Durrell and Auditory Discrimination tests.

Training program: Reading teachers and paraprofessionals received on-the-job training and guidance from the psychological and reading consultants.

Remedial reading program: Remediation was conducted during school hours and on an afterschool basis in small groups, or individually when it was deemed necessary. Psychologists, reading consultants, reading teachers, and paraprofessionals were involved in the process of remediation. Typical of the devices employed were records, tape recorders, published reading kits, and manipulative materials.

Evaluation of the pupils' progress and overall effectiveness of the program proceeded on both formal and informal levels. Informal reports relating to individual pupils were given to the respective teachers by the reading teachers, consultants and guidance counselors. In addition, formal written reports were forwarded to the classroom teachers.

District 28 - Queens

Date program started: January 1969.

Budget: $25,077.

Participating schools: PS 48, 50, 121, 140, 160. Three parochial schools were offered services; two of them were involved in the diagnostic program.

Number of children in programs: Sixty children, 12 from each of the above listed public schools, participated in a remedial reading program.

Personnel: A project coordinator, 15 project teachers, a psychologist, two half-time social workers, 15 paraprofessionals, and two family assistants. Three positions for family assistants remained unfilled.

Diagnostic program: The program consisted of a test battery and informal measures. The project teachers administered the Clymer-Barrett Pre-Reading Battery, Informal Textbook Test, and informal measures to test language and vocabulary abilities. The following tests were administered

by the staff psychologist: Slosson Intelligence Test, Frostig Developmental Test of Visual Perception, Winter Haven Lion Perceptual Forms, Monroe Visual Test, Bender-Gestalt Test, Wepman Auditory Discrimination Test, and dominance and visual tests. Recommendations for remedial instruction were based on the perceptual difficulties noted during the testing phase.

Six children from St. Monica School and St. Joseph School received diagnostic workups.

Training program: The program involved the project coordinator, project teachers, and paraprofessionals. An initial conference was conducted by the project coordinator for the total staff to provide an overview of the diagnostic and remedial reading programs. In addition, the project coordinator conducted an ongoing training program for project teachers. She met with the project teachers after every fifth session in order to demonstrate materials and to review diagnostic procedures. The paraprofessionals in each of the five public schools received ongoing training by the project teachers; this training included the use and interpretation of diagnostic tests as well as techniques of remedial work.

Remedial reading program: The program was conducted after school on Tuesday, Wednesday, and Thursday.

Children attended three one-hour sessions. Each project teacher worked with a total of four children on an individual basis. The program emphasized visual and auditory perception. Remedial procedures included the use of Frostig materials, visual perception materials such as Match and Check, Barger Mirror, controlled linguistic approach, phonics materials, and oral language development through pictures and discussion.

Parental involvement: The family assistants contacted parents, and the social workers conducted interviews with the parents.

E. DISTRICTS DUE TO START PROGRAMS IN SEPTEMBER 1969

IS 201 Complex - Manhattan

State Urban Education funds will be used to equip a listening laboratory center at PS 68. The purpose of the laboratory is to supplement remedial activities and to facilitate training of remedial-reading teachers. The laboratory will contain about twelve listening booths, two tape recorders, and several head sets. Teacher-recorded stories and commercial reading programs can be played through the earphones, which reduce outside distractions and enhance auditory discrimination. The listening booths may be coupled with a closed circuit television system. Individual coaching or small group remediation can be accomplished via the listening booths. In teacher-training, role-playing and sensitivity training can be conducted and taped. Finally, the listening booths can supplement such standard reading workbooks as the "listen and tell" books and the "decoding for reading" books.

No new personnel have been hired to work with the listening booths, which will be used at all grade levels in PS 68. The listening laboratory has not been set up as of the present time, but should be in operation by September 1969. It is believed that about $1,300 was received to set up the laboratory, and about 85 percent of the materials ordered for it have arrived thus far.

Ocean Hill-Brownsville Community School District - Brooklyn

The major focus of the program in the Ocean Hill-Brownsville Community School District is to set up a Reading Skills Center to service the pupils at IS 271. The program is designed to train the personnel involved and order all materials and equipment. The program will be operational in September 1969, with emphasis on upgrading reading scores through a skills-center approach using high intensity individualized instruction. Materials for the Skills Center are being ordered. Among the materials to be ordered are Psychotechnic EDL materials, Addison Wesley materials, SRA materials, New Dimensions, tape recorders (cassette type and blank cassettes), an extensive paperback collection, and a large variety of exercise materials.

Personnel involved in the setting up of the Skills Center and in the training program include one consultant, five graduate assistants from the doctoral program at Yeshiva University, and one paraprofessional. All these positions have been filled. The graduate assistants are involved in the ordering of materials and the training of four classroom teachers at IS 271 in the use of the materials and in the method of approach to be used in September 1969. The paraprofessional is engaged primarily in the modification of materials. The consultant is responsible for the overall implementation and supervision of the program.

In preparation for the use of the Reading Skills Center in September 1969, pupils at IS 271 were to be screened in June 1969. The following tests were planned: Cohen and Cloward Diagnostic Test of Word Attack Skills, California Reading Test, Noall-Cohen Word Analysis Test, Gross Auditory Discrimination Test, and parts of Durrell or Spache Diagnostic Tests. In addition, some informal measures will be used for individual pupils. The tests will be administered by four reading teachers to approximately 100 pupils in grades 6, 7, and 8.

The difficulties experienced in setting up the laboratory include the late funding of the program and the subsequent inability to hire personnel early. No further details concerning this program were solicited.

Two Bridges Model School District - Manhattan

The diagnostic program in the Two Bridges Model School District has not yet been initiated. The program was planned to operate in all four elementary schools in the district as a diagnostic service to determine strengths and weaknesses for beginning reading instruction. The emphasis in the program was to be preventive, with the training of classroom teachers focused on the individual child.

The diagnostic procedures were to be started on the basis of a direct referral from the classroom teachers to the parent program assistant. All referrals would then be directed to the reading diagnostician who would observe in the classroom, confer with the classroom teacher, work individually with the child, and arrange for a full medical examination. Specific diagnostic procedures (informal measures, tests, etc.) would be at the discretion of the reading diagnostician. The results of the diagnostic work-up would be reported to classroom teachers through individual and group conferences with the reading diagnostician. All remediation was planned for the regular classroom based on the recommendations of the reading specialist.

The major problem in initiating the program is in the area of personnel. Final decisions regarding positions of personnel will not be available until September 1969.

To this date no special materials have been purchased and no order is planned. At the present time the district plans to use the State Urban Education funds for as many medical examinations as the budget will permit. Priority will be given to first-grade children.

III. OVERVIEW OF IMPLEMENTATION OF THE PROGRAM

The preceding section shows that the districts differed in the numbers of pupils and schools involved and in the nature of the program. Table 1 summarizes the number of schools serviced by the program in each of the districts involved.

TABLE 1

NUMBER OF SCHOOLS SERVICED BY
DIAGNOSTIC READING PROGRAM

School District	No. Schools Proposed	No. Schools Implemented
1	18	13
2	9	9
3	2	2
4	4	2
5	18	5
6	5	4
7	17	1
8	2	2
9	6	6
10	2	2
12	18	13
13	10	6
14	18	1
15	18	8
16	3	7
17	4	7
18	6	2
19	3	2
20	21	21
21	3	3
23	7	5
24	2	2
27	8	8
28	8	8
29	4	7
30	2	1

Table 2 presents the number of pupils serviced in each district. The districts varied widely in the number of pupils serviced. This was not necessarily correlated with the number of schools serviced. Some districts concentrated on minimum services for many pupils while others were concerned with more intensive remedial work.

TABLE 2

NUMBER OF STUDENTS RECEIVING SERVICES

School District	Students Screened	Diagnosed Remedial	No. Selected for Remedial Work
1	75	75	50
2	360	300	300
3	150	60	60
4	100	100	100
5	56	56	49
6	36	36	N.A.
7	N.A.[a]	N.A.	N.A.
8	60	60	40
9	1900	60	60
10	80	80	80
12	90	90	80
13	200	120	50
14	58	58	51
15	104	104	61
16	420	74	60
17	150	150	150
18	60	60	24
19	122	103	65
20	N.A.	N.A.	N.A.
21	700	168	168
23	330	96	96
24	23	23	14
27	320	320	320
28	150	60	60
29	200	140	140
30	150	8	6

[a]N.A. = Not applicable; the program concentrated on training classroom teachers.

Table 3 presents a summary of the grades involved across districts. Some districts chose to extend their programs above the second grade. This does not include teacher-training. Indeed, one district even opened its project-funded in-service course to junior high school teachers.

TABLE 3

GRADE LEVELS SERVED IN THE 26 DISTRICTS

Grade Levels Served	Number of Districts
1st	1
2nd	1
Kdg. and 1st	1
1st and 2nd	11
1st, 2nd, and 3rd	4
Kdg., 1st and 2nd	2
Grades 3-6	1
Grades unspecified or primarily teacher-training	5

Table 4 presents a summary across districts of the times each week that services were offered to individual children. The remedial program represented additional instruction in most districts. In some districts, remedial instruction was given in place of classroom reading.

TABLE 4

TIME WHEN REMEDIAL PROGRAM IS SCHEDULED

Time Period	No. of Programs
After school	4
During school day, in addition to regular reading period	15
During school day, in place of regular reading period	6
During school day, during the regular reading period by classroom teacher	1

Table 5 gives the number of times per week a child was given remedial attention. Here again the variability among the districts is quite evident. Instructional periods varied from one to five periods a week.

TABLE 5

FREQUENCY OF WEEKLY MEETINGS OF REMEDIAL PROGRAMS AS REPORTED BY DISTRICTS

Sessions per Week	Number of Districts
1	2
2	8
3	3
4	5
5	6
(not applicable)	2

Table 6 indicates the types of personnel hired on project funds. There was a good deal of variability in this area too. Most of the funds were used to hire teachers. The second most frequent category was paraprofessionals.

TABLE 6

PERSONNEL SUPPLIED BY PROJECT FUNDS

Type of Personnel	Number Proposed[a]	Number Hired
Project Coordinator	2	2
Teachers	55	36
Psychologists	6	3
Paraprofessionals	34	28
Guidance Counselors	2	1
Family Workers	12	8
Speech Teachers	1	1
Psychiatrists	5	4
Consultants	13	13

[a]Designated in district applications for funds.

Tables 7 and 8 deal with the materials employed for diagnosis and remediation in the districts. Here, too, no particular pattern emerges.

TABLE 7

SPECIFIC INSTRUMENTS USED FOR INTENSIVE DIAGNOSTIC WORKUP BY DISTRICTS

Instrument	No. of Districts Reporting Use
Clymer Burnett	1
Wepman	8
Slosson	1
Goodenough-Harris	2
Frostig	9
Winter-Haven	1
Monroe	1
Bender-Gestalt	8
Wide-Range Vocabulary	1
Roswell-Chall	1
Reading Readiness	1
Oral Reading	6
WISC	5
Peabody	1
Houghton-Mifflin	1
NYC Pre-reading Assessment	5
Informal Textbook Test	4
Physiological tests (unspecified)	1
Murphy-Durrell	1

TABLE 8

LIST OF SPECIAL MATERIALS ORDERED

Frostig Developmental Test	Teaching machines
Wepman Auditory Discrimination Test	Tape recorders
Slosson Intelligence Test	Visual aids
Lee Clark Reading Readiness	Projectors
Gates MacGinitie Reading Tests	Filmstrips
Gilman Diagnostic Reading Tests	EDL Controlled Reader
Rorschach Figures	Bank Street Readers
Tachistoscope	SRA Readers
Goodenough Harris Draw A Person (DAP)	Sullivan
Garrard Instructional Materials	Bell and Howell
Multi-Sensory Materials	Language Masters
Houghton-Mifflin Books	

The target pupil population of this project consisted of pupils in disadvantaged areas in need of remediation. In an effort to elicit a picture of the schools involved in the program, the last two years' reading data for the schools involved were recorded. (Data for District 14 were not available.)

Table 9 presents 1967-68 Metropolitan Reading scores for grade 2 by quartiles for each of the districts involved in the project. These data are restricted to project schools and in no way reflect the whole district. As reflected in Table 9, the schools selected for the program generally were those where reading levels were below citywide norms. When interpreting these scores, it should be kept in mind that these reading tests were given in the spring of the school year.

Although the main thrust of most of the programs was in grades 1 and 2, a number of schools extended the project to grade 3 and above. In order to give a more complete picture of the schools in these districts, similar reading data were collected for third-grade pupils; these are reported by districts and quartiles in Table 10.

To round out the picture of the schools involved, the proportions of Negroes, Puerto Ricans, and Others were obtained for project schools in each district. Table 11 presents the mean quartiles for grades 2 and 3.

In an effort to determine the nature of the pupils chosen for special remedial work, reading readiness scores were selected for a random sample of 146 first-grade pupils from all districts. Table 12 presents these data. The New York State Reading Readiness Test was administered

TABLE 9

MEAN QUARTILES OF METROPOLITAN READING SCORES (GRADE EQUIVALENTS) OF PROJECT SCHOOLS IN EACH DISTRICT, 1967 - 1968, GRADE 2

District[a]	Word Knowledge			Reading			Average Reading		
	Q_1	Mdn.	Q_3	Q_1	Mdn.	Q_3	Q_1	Mdn.	Q_3
1	1.7	2.1	2.7	1.8	2.1	2.7	1.8	2.2	2.7
2	1.9	2.3	3.0	1.9	2.4	3.0	1.8	2.4	3.0
3	1.7	2.3	2.9	1.8	2.3	2.9	1.8	2.4	2.9
4	1.8	2.4	3.2	1.8	2.2	2.9	1.8	2.4	3.1
5	1.7	2.1	2.9	1.7	2.1	2.8	1.8	2.2	2.8
6	1.8	2.2	3.1	1.7	2.1	2.9	1.8	2.2	3.0
7	1.7	2.0	2.7	1.7	2.0	2.6	1.7	2.1	2.7
8	1.4	1.8	2.3	1.6	1.8	2.4	1.6	1.8	2.4
9	1.6	2.0	2.7	1.7	2.1	2.7	1.8	2.1	2.7
10	2.1	2.5	3.2	1.8	2.4	3.0	2.0	2.5	3.1
12	1.6	2.0	2.6	1.6	1.9	2.4	1.7	2.0	2.6
13	1.8	2.2	2.8	1.8	2.2	2.8	1.8	2.2	2.9
15	1.7	2.0	2.6	1.7	2.0	2.4	1.8	2.0	2.5
16	1.6	2.1	2.8	1.7	2.1	2.8	1.6	2.1	2.8
17	1.6	2.0	2.7	1.6	2.0	2.6	1.7	2.0	2.5
18	1.7	2.1	3.0	1.7	2.2	2.8	2.2	2.8	3.0
19	1.7	2.1	2.8	1.7	2.1	2.8	1.7	2.2	2.9
20	1.7	1.9	2.5	1.7	2.0	2.5	1.7	2.0	2.5
21	1.7	2.4	3.1	1.7	2.3	3.0	1.7	2.3	3.1
23	2.0	2.5	3.1	2.1	2.7	3.4	2.1	2.7	3.3
24	1.8	2.2	3.0	1.8	2.3	3.1	1.9	2.3	3.1
27	1.9	2.4	3.0	1.9	2.4	3.0	2.0	2.4	3.0
28	1.9	2.5	3.1	1.9	2.4	3.1	2.0	2.7	3.1
29	1.8	2.3	3.1	1.8	2.3	3.0	1.9	2.4	3.1
30	2.1	2.4	3.1	2.1	2.4	3.1	2.1	2.4	3.0

[a] Data were not available for District 14.

TABLE 10

MEAN QUARTILES OF METROPOLITAN READING SCORES (GRADE EQUIVALENTS) OF PROJECT SCHOOLS IN EACH DISTRICT, 1967 - 1968, GRADE 3

District[a]	Word Knowledge			Reading			Average Reading		
	Q_1	Mdn.	Q_3	Q_1	Mdn.	Q_3	Q_1	Mdn.	Q_3
1	2.1	2.8	3.6	2.1	2.6	3.5	2.2	2.7	3.6
2	2.4	3.0	3.8	2.3	2.9	3.9	2.4	3.0	3.8
3	1.9	2.6	3.4	2.1	2.7	3.5	2.1	2.8	3.4
4	2.5	3.4	4.6	2.1	2.8	2.8	2.4	3.1	4.3
5	2.2	2.9	3.5	2.1	2.7	3.4	2.2	2.8	3.6
6	2.4	3.1	3.9	2.3	3.0	3.9	2.4	3.2	3.9
7	2.0	2.4	3.5	1.9	2.5	3.3	2.0	2.6	3.6
8	2.0	2.6	3.3	2.0	2.4	3.0	2.0	2.5	3.2
9	2.2	2.9	3.7	2.2	2.8	3.7	2.2	2.8	3.8
10	3.0	3.6	4.7	2.8	3.4	4.5	3.0	3.6	4.6
12	2.2	2.9	3.9	2.1	2.6	3.5	2.2	2.8	3.8
13	2.2	2.9	3.8	2.2	2.9	3.8	2.3	2.9	3.8
15	2.2	2.6	3.4	2.1	2.6	3.3	2.2	2.6	3.4
16	2.0	2.5	3.3	2.0	2.4	3.3	2.0	2.5	3.3
17	2.2	2.8	3.6	2.1	2.8	3.5	2.2	2.8	3.6
18	2.4	3.1	3.6	2.2	2.9	3.7	2.4	3.0	3.8
19	2.1	2.7	3.3	2.0	2.4	3.2	2.1	2.6	3.3
20	2.2	2.8	3.4	2.3	3.0	3.8	2.2	3.0	3.7
21	2.5	3.1	4.0	2.4	3.2	4.0	2.5	3.2	4.0
23	3.0	3.8	4.9	3.0	3.8	4.9	3.0	3.9	5.0
24	2.6	3.2	3.9	2.5	3.2	4.2	2.6	3.3	4.0
27	2.7	3.4	4.4	2.6	3.3	4.2	2.7	3.3	4.2
28	2.6	3.2	4.4	2.1	3.1	4.2	2.6	3.2	4.4
29	2.6	3.3	4.1	2.6	3.3	4.2	3.3	3.3	4.4
30	2.6	3.1	3.9	2.6	3.3	4.2	2.6	3.3	4.0

[a] Data were not available for District 14.

TABLE 11

ETHNIC DISTRIBUTIONS FOR PROJECT SCHOOLS IN EACH DISTRICT
FOR GRADES 2 AND 3, 1967 - 1968

District[a]	Number of Schools	Grade 2 % P.R.	Grade 2 % Negro	Grade 2 % Other	Grade 3 % P.R.	Grade 3 % Negro	Grade 3 % Other
1	10	64	13	23	67	13	20
2	9	63	29	8	65	29	6
3	2	45	8	47	43	9	48
4	2	69	28	3	63	32	5
5	5	42	43	15	26	56	18
6	4	10	86	4	8	89	3
7	1	54	43	3	56	39	5
8	2	69	26	5	60	31	9
9	5	45	46	9	46	46	8
10	3	44	31	25	38	32	30
12	14	54	40	6	52	40	8
13	5	17	80	3	18	78	4
15	7	52	23	25	54	21	25
16	3	21	78	1	33	63	4
17	7	32	64	4	28	67	5
18	2	37	62	1	41	59	0
19	2	40	57	3	42	55	3
20	1	60	2	38	59	3	38
21	3	27	26	47	28	24	48
23	5	10	22	68	13	20	67
24	2	9	38	53	6	34	60
27	8	12	62	26	9	59	32
28	5	8	81	11	2	86	12
29	7	8	81	11	2	87	11
30	1	7	46	47	3	38	59

[a] Data for District 14 were not available.

in October 1968. Many of the difficulties identified by the teachers were reflected in these reading readiness scores. Nevertheless, the range of the percentile scores indicates that such difficulties were not the only criteria employed in choosing pupils for remedial work.

TABLE 12

SUMMARY OF READING READINESS SCORES, OCTOBER 1968, FOR 146 FIRST GRADE PUPILS RECEIVING REMEDIAL WORK

Subtest	Mean	S.D.	Range
Word Meaning	5.0	2.1	1 - 12
Listening	7.9	2.7	1 - 14
Matching	5.1	3.2	1 - 13
Alphabet	4.8	3.4	1 - 15
Number	7.6	3.4	1 - 17
Copying	4.4	2.8	1 - 12
Total Raw Score	32.0	12.6	1 - 62
Total Percentile	20.0	14.5	4 - 60

Table 13 presents similar data for a sample of second-grade pupils on the Metropolitan Reading Test.

TABLE 13

METROPOLITAN READING SCORES (APRIL 1969) OF 150 SECOND GRADE STUDENTS RECEIVING REMEDIAL WORK

Test	Mean	S.D.
Word Knowledge	21.1	8.0
Reading	20.2	8.5
Average Reading (Grade Equivalent Score)	1.9	0.4

IV. PRINCIPALS' REACTIONS TO PROGRAM

The reactions of the principals in the schools that had the reading program were obtained either from a mailed questionnaire or from a highly-structured interview using the same questionnaire (see Appendix B). Usable responses were obtained from 75 principals. About 25 percent of these were from interviews, and the remainder from the questionnaire. Seven principals did not complete the questionnaire or interview either because their school had not participated in the program (N=5) or because funds had been received too late to start the program in the academic year 1968-69. Those who received the funds too late stated that these funds would be used to start the program in September 1969.

Approximately 55 percent of the principals indicated that the program served children in grades 1 and/or 2 in their schools. Another 13 percent reported that the program was limited to children in grades 1 through 4. The remaining 32 percent reported that children from grades 1 through 6 were selected to participate in the program. The number of children who were given special reading instruction under this program varied greatly according to school. Slightly more than half the principals, 55 percent, stated that the remedial or special service provided by this program was the only remedial reading instruction that these children received in addition to regular classroom instruction. The report of no additional remedial instruction came almost entirely from those schools where the children participating in the special program were drawn from grades 1 and/or 2. The remainder of the principals

stated that other remedial help in reading was available for these children either through volunteer tutorial programs after school or through the Bureau of Special Reading Services and the corrective reading teacher during school hours.

In most of the schools, children were nominated for the special reading program by the classroom teachers, corrective reading teachers, and other administrative personnel on the basis of standardized tests and appraisals of classroom performance. The final selection of children to participate in the program appears to have been based on the severity of reading retardation and the child's need for specialized instruction.

The average amount of time given to each child per week in the special program ranged from a low of half an hour to a high of ten hours (see Table 14). The modal response was two hours per week per child.

TABLE 14

AVERAGE AMOUNT OF TIME SPENT PER WEEK, TO NEAREST HALF HOUR, AS REPORTED BY 75 PRINCIPALS FOR SCHOOLS IN READING PROGRAM

Hours per Week	N	%
0.5	4	5
1.0	8	10
1.5	11	15
2.0	23	31
2.5	2	3
3.0	4	5
3.5	0	0
4.0	3	4
4.5	3	4
5 or more	8	11
Varies with need of child	1	1
No response	8	11

Fifty-six percent of the principals (N=42) thought that the amount of instructional time available to each child was inadequate (see Table 15). About 40 percent thought that the average amount of time being spent each week was about right. Only one principal thought that too much time was being spent with each child.

TABLE 15

PRINCIPALS' VIEWS OF ADEQUACY OF AMOUNT OF TIME SPENT WITH EACH CHILD IN SPECIAL READING PROGRAM (N=75)

Reported Adequacy	N	%
Too little	42	56
Just about right	30	40
Too much	1	1
No answer	2	3

The principals reported a number of problems that they encountered in the administration of the reading program (see Table 16, page 53).

TABLE 16

PROBLEMS IN SPECIAL READING PROGRAM REPORTED BY 75 PRINCIPALS

Problem	N	%[a]
Securing space	26	35
Obtaining parental cooperation	12	16
Materials late or inadequate	11	15
Conflicts in scheduling children for special reading classes	10	13
Friction between classroom teachers and project personnel	9	12
Lack of coordination between special program and classroom	7	9
Turnover in personnel in program	3	4
Transportation of children to program	3	4
Inadequate teacher-training	3	4
Poor attendance of children	3	4
Inadequate number of personnel for number of children	2	3

[a]Percentages total more than 100% because there were multiple responses. (This also applies to some of the following tables.)

The most frequently mentioned problem was securing space for the special reading classes. Were it not for the fact that children in some schools were taken to other schools for the program, the space problem probably would have been mentioned more frequently. Principals stated that they had used small, cramped rooms ordinarily reserved for storage of materials, or cafeterias and auditoriums, or even classroom space shared with other teachers. Space appeared to be a major problem in those schools where a large number of students had been selected to participate in the program. This was most likely to happen in the poorest areas in the city.

Obtaining parental cooperation, the lateness of the arrival of materials or the inadequacy of the materials, conflicts in scheduling

children for the special reading classes, friction between the classroom teachers and project personnel, and lack of coordination and articulation between the special reading classes and the regular classroom work were the other most frequently reported problems. In the opinion of the principals, the lateness of arrival of materials was due to the time of the year when the funds were received. The principals who commented on the inadequacy of the materials were in schools where children from the upper elementary grades were participating in the program. These principals thought either that the materials available were not adequate for developing reading comprehension skills or that the materials were not varied enough to meet the needs of the children. This last comment came from the schools where only one particular reading program, such as the Merrill Linguistic Series, was being used.

Friction between the classroom teacher and the project personnel appeared to arise primarily from conflicts in scheduling children for the special reading classes; therefore these two separate entries in Table 16 should be considered together as reflecting one basic problem. The extra reading classes were reported as conflicting with science, music, or art instruction periods, or with special activities that the classroom teacher had planned for the children. Whenever some children are being taken from the regular classroom for additional instruction, these kinds of conflicts are probably inevitable. In the special reading program, two factors probably served to intensify these conflicts. One was the time of the school year in which the special reading program was started -- typically in February after other activities had

already been scheduled. The second factor was the lack of flexibility in scheduling children for the special classes. This arose from the fact that project personnel had to provide instruction in several different schools or locations.

Other kinds of problems were reported by less than 5 percent of the principals. Among these were turnover in project personnel, inadequate numbers of project personnel, transportation of children to schools where special classes were held, inadequate teacher training, and poor attendance of children at the special reading classes. The poor attendance of children was mentioned only by the principals in the schools where the special reading classes were held after school hours.

The problem of obtaining parental cooperation, reported by 16 percent of the principals, has been left for last in order to relate this problem to the responses on the amount and nature of parental involvement in the special reading program (see Tables 17 and 18).

TABLE 17

PRINCIPALS' REPORTS OF AMOUNT OF PARENTAL INVOLVEMENT IN SPECIAL READING PROGRAM (N=75)

Amount	N	%
None	16	21
Very few parents	48	64
Many parents	9	12
No answer	2	3

TABLE 18

PRINCIPALS' REPORTS OF NATURE OF PARENTAL INVOLVEMENT (N=75)

Type	N	%
Individual conferences between parents and classroom teacher, special reading teacher, or counselor	19	25
Parents taught to help with reading homework	16	21
General meeting with parents to explain program	9	12
Parents observed reading classes	3	4
Parents took children to libraries	3	4
Parents collected and donated materials	1	1
Parents visited in home by educ. asst. or soc. worker	8	11
Parents contacted by telephone	2	3
Type of parental involvement not reported	27	36
No parental involvement	16	21

Most of the principals appeared to be disappointed with the amount of parental involvement that they were able to obtain during the short period that the special reading program was in effect. Twenty-one percent of the principals indicated that they were unsuccessful in involving any of the parents in the program. A number of these principals felt that a large part of their difficulty in involving parents was due to the fact that children in their school were taken to another location for the special classes and project personnel were not available for individual conferences or other activities in their school. About 64 percent of the principals reported that they were able to involve a few of the parents, but slightly more than half of these did not report the nature of the involvement. Twelve percent of the principals reported that they had been able to involve many parents in the program.

The most common type of parental involvement was the individual conference between the parents and the special reading teacher, the

classroom teacher, or counselor (see Table 18). About 21 percent of the principals reported success in involving parents in a series of meetings or workshops where the parents received guidance in helping their children at home with reading. In some of the schools where the workshops were held, parents also observed the classes in the special reading programs and cooperated in donating materials and in taking children to libraries. In these schools the involvement of the parents tended to be extensive and genuine, but most principals in these schools expressed regret that they had not been successful in involving a greater number of the parents. In the other schools, the principals reported having one general meeting to explain the program or telephoning parents or having an educational assistant or social worker visit the parents at home. In these schools the contact with the parents appeared to have as its aim the eliciting of parental permission for the participation of the child in the program.

Despite the problems encountered in the program and the difficulties in involving parents, an overwhelming majority of the principals thought that the special reading program was to some degree successful. Approximately 31 percent rated the overall program as a great success and 63 percent rated it as moderately successful.

TABLE 19

PRINCIPALS' RATINGS OF OVERALL SUCCESS OF READING PROGRAM (N=75)

Rating	N	%
Great success	23	31
Moderate success	47	63
Failure	1	1
No answer	4	5

The overall judgments of success took into consideration the date the program started and the number and kind of children served. The ratings of success shown in Table 20 for specific aspects of the program support the general overall ratings reported above. The ratings shown in Table 20 were made on a seven-point scale, with 1 representing very unsuccessful and 7 representing very successful. On each specific aspect of the program, the mean rating was between 4 and 5, which could be interpreted as moderate success.

TABLE 20

RATINGS OF SUCCESS OF VARIOUS ASPECTS OF THE PROGRAM BY 75 PRINCIPALS

	FREQUENCY OF RATING[a]								
Aspect	1	2	3	4	5	6	7	MEAN	S.D.
Integrating special reading program and classroom reading program	1	4	11	18	16	10	13	4.7	1.5
Keeping classroom teachers informed of child's progress in special program	2	3	3	13	13	13	24	5.4	1.5
Helping classroom teachers develop new techniques for dealing with reading problems in classroom	10	6	9	12	16	7	12	4.2	1.9
Helping classroom teachers understand and use diagnostic reports on children	6	9	9	11	17	10	11	4.3	1.8
Helping parents understand what school is trying to do for child	3	5	8	12	15	17	11	4.8	1.6
Helping parents to work with child on his reading	5	7	19	10	13	9	9	4.1	1.7

[a]N's do not total 75, since some principals did not answer all items. A rating of 1 represents unsuccessful and 7 represents very successful.

Ninety-four percent of the principals said that they would like to have the same type of remedial program during the 1969-70 school year; this result also lends support to the conclusion that the principals generally considered the program successful.

The principals stated that there were many ways in which the students benefited from the program (see Table 21). One major benefit they reported was the general improvement in reading skills, particularly increased skill in decoding words. With these increased skills, the principals expressed the belief that the children increased in self-confidence and self-respect, had better attitudes toward reading, and increased motivation to read. The principals saw these factors as contributing to the adjustment of the child in the regular classroom. In the schools where the special reading program was focused on the first and/or second grade, the principals thought that the special reading program had important preventive aspects. These preventive aspects derived from the specific diagnostic information on the children, which could be useful both to this present and future classroom teachers, and from the supportive services of the highly specialized personnel, which helped to alleviate emotional and other problems of the child. A number of the principals who indicated the value of the specialized program in preventing more serious reading disability in the later grades mentioned that the individualized or small group instruction came at just the right time to give some children that

extra opportunity to consolidate their learning of various skills and to restore or build up their confidence in their ability to learn to read.

TABLE 21

MAJOR BENEFITS TO THE STUDENT FROM THE PROGRAM
(N=75 PRINCIPALS)

Kind of Benefit	N	%
Improvement in reading skills		
a. General improvement in comprehension	33	44
b. Increased skill in word attack	17	23
c. Increased vocabulary	4	5
d. Increased speed of reading	2	3
Improvement in attitudes, interests, motivation		
a. Increased self-confidence in ability to learn to read	21	28
b. Increased motivation to master reading skills	19	25
c. Improved attitudes toward reading	9	12
d. Improved self-concept and self-respect	7	9
Prevention of more serious reading disability in later grades		
a. Specific diagnostic information on child will help future teachers to plan instruction	25	33
b. Supportive services help to alleviate emotional and other problems	17	23
Improved adjustment in regular classroom	9	12

Although the principals generally reported favorably on the program and expressed a desire for the same kind of program in the future, they also had a number of suggestions for changes that they thought would make the program more effective. The changes suggested for the program are shown in Table 22.

Many of the suggested changes are really suggestions for the expansion of the specialized reading program and for a starting date in September of the school year. The principals would like to see an increase in the number of children participating in the program and in the amount of instructional time available to each child. At the same time, they would like to have the size of the special reading classes reduced and more time available for instruction of children on an individualized basis. Along with these changes, they would like to have the materials for the special classes at an earlier date and to have a greater variety of materials available.

One of the weaknesses that the principals reported in the present special reading program was the inadequate provision for followup of the children in the regular classroom. Suggestions were made for allocating some of the time of the specialists in the project for conferring with classroom teachers and for arranging for the corrective reading teacher or reading specialist in the school to observe the classes in the special reading program and to discuss with the project personnel the methods and the processes they were using and how successful followup could be done in the classroom. Related to the followup of children in the classroom was the need for better planning, coordination, and supervision of the special program.

TABLE 22

CHANGES SUGGESTED BY 75 PRINCIPALS TO IMPROVE SPECIAL READING PROGRAM

	N	%
Change in organization for instruction		
a. See children more often	13	17
b. Provide opportunity to instruct child individually	7	9
c. Reduce size of groups	5	7
d. Hold program during school hours	1	1
e. Use more flexible screening procedures	1	1
Provide for followup in classroom		
a. Assign additional corrective reading teachers or remedial teachers to work in school	8	11
b. Schedule time for teacher conferences with reading personnel	10	13
c. Place more emphasis on teacher-training	4	5
d. Schedule time for corrective reading teacher in school to observe classes and discuss methods and children	4	5
Improve availability of and kinds of materials		
a. Need greater variety of materials	7	9
b. Have materials available at start of program	6	8
Provide for better planning, coordination, and supervision of program	10	13
Increase number of children served by program	7	9
Start program in September	5	7
Miscellaneous suggestions		
a. Provide more specialists such as psychologists and social workers	3	4
b. Provide bilingual programs	1	1
c. Expand multi-media approach	1	1
d. Emphasize work-study skills	1	1
e. Make more extensive use of community resources	1	1
f. Provide for parent meetings in evening	1	1
g. Pay teachers for time spent in training sessions	1	1
h. Schedule in home school - don't bus children	1	1
i. Provide more time for working with parents	1	1

V. CLASSROOM TEACHERS' REACTIONS TO PROGRAM

In order to aid in the assessment of the effectiveness of the program, a sample of teachers whose pupils were given special remedial instruction were asked to complete a short questionnaire (see Appendix B) on their perceptions of the effectiveness of the program. A total of 150 classroom teachers were given questionnaires, along with a stamped, self-addressed envelope. They were asked to return the questionnaires to the evaluation staff; 77 questionnaires were returned. No followup was feasible since the questionnaire was distributed during the second week in June. This late distribution was done in an effort to allow the late starting projects to run as long as possible before soliciting reactions.

Table 23 presents a distribution of the number of pupils receiving remedial work in each of the respondents' classrooms. The modal interval was from 3 to 4 children, followed by the next most frequent number of 1 to 2 children. In some schools, however, about one-third of the pupils in each class were given special help.

TABLE 23

REPORTS FROM 77 CLASSROOM TEACHERS OF NUMBER OF CHILDREN PER CLASS RECEIVING REMEDIAL WORK

No. Children in Remedial Program per Classroom	No. of Classroom Teachers Reporting
1-2	23
3-4	31
5-6	13
7-8	3
9-11	3
No response	4

Table 24 presents the distribution of teacher reactions concerning various aspects of the remedial program. Ratings were made on a seven-point scale, with 1 representing the poorest score and 7 the best score.

TABLE 24

TEACHER'S RATINGS OF VARIOUS ASPECTS OF REMEDIAL PROGRAM

Question	Frequency of Rating[a]								
	1	2	3	4	5	6	7	Mean	S.D.
How effective was the remedial work?	2	14	18	14	13	6	10	4.0	1.7
How frequently did you meet with persons carrying out remediation to discuss students?	20	16	9	11	6	6	9	3.3	2.0
How useful were the conferences?	8	9	9	10	8	8	10	4.0	2.1
Did students in special remedial work exhibit better adjustment to work in the classroom?	6	15	20	10	14	4	8	3.7	1.7
To what extent were you involved in getting parental cooperation in implementing the remedial program?	33	12	10	8	9	0	4	2.5	1.8

[a]A score of 1 represents the poorest rating and 7 represents the best rating. Frequencies sometimes total less than 77 because of unusable responses.

There was a wide range of opinion about the effectiveness of the remedial work. Ratings indicated that some teachers saw a great deal of merit in the program while others saw no benefit at all. The second item rated dealt with the frequency of meetings between classroom teachers and remedial teachers. The modal response indicated no meetings at all. This finding reflects a difficulty common to many remedial or special help projects. Articulation between regular classroom teachers and special teachers is often absent. Where conferences were held, teachers again differed in their perceptions of effectiveness. The item that asked if the remedial program had had any effect on classroom adjustment also had a mixed response. Nevertheless, most teachers reported some degree of improvement in this area. The question on the teachers' involvement in getting parental cooperation generally showed little involvement on the part of classroom teachers.

Table 25 summarizes the teachers' responses to an open-ended question on the problems they encountered.

TABLE 25

PROBLEMS AND SUGGESTIONS OF CLASSROOM TEACHERS
(N=77)

Problem	N	%
Coordination with the special reading program		
a. More frequent conferences with the remedial teachers	13	18
b. Children miss important lessons when removed from classroom for remedial work	2	3
c. Program should be more closely coordinated with regular classroom reading program	3	4
d. Program should be independent of regular classroom program	1	1
Administration		
a. When children show improvement they should be dropped and others added to the program	1	1
b. Children should be retained in program after they show improvement so they continue to improve	1	1
c. Program should begin earlier in year	3	4
d. More children should be included in program	6	8
e. Program should be continued in other grades	1	1
Comments on ways of improving program		
a. Should deal with emotional nature of children's problems	1	1
b. More parent conferences should be held	7	9
Comments on the program's effectiveness		
a. Children have shown marked improvement	6	8
b. Only slight progress noted	2	3
c. Program was of greatest benefit to most able students	2	3
d. Some improvement in attitude noted	1	1

VI. CLASSROOM TEACHERS' RATINGS OF PUPIL PROGRESS

In order to gather some additional data on the progress of children exposed to remedial work, classroom teachers were asked to rate the progress of a random sample of 150 children who were taken from their classes for remedial instruction. Ratings were secured in the following areas: 1, improvement since remedial work; 2, interest in reading; and 3, prognosis regarding future reading. Again, data were solicited in June in order to allow remedial instruction to run as long as possible before attempting an assessment (see Teacher Rating Scale, Appendix B).

Teachers were asked to rate the improvement in reading shown by a child in the program as compared with pupils who received no help. Table 26 presents the summary of these ratings. As indicated in the table, second-grade pupils were rated as making better progress than first grade-pupils.

TABLE 26

CLASSROOM TEACHERS' RATINGS OF PROGRESS IN READING OF A SAMPLE OF PUPILS IN PROGRAM

Rating[a]	Percent	
	Grade 1 N=51	Grade 2 N=78
5 - A great deal	12	17
4 - Good progress	25	32
3 - Progress similar to pupils receiving no help	37	33
2 - Less progress	10	13
1 - Very much less	16	5
Mean rating	3.1	3.4
S.D.	1.2	0.9

[a]As compared with pupils at similar reading level who have not been given outside help.

The next items asked teachers to rate the amount of interest in reading shown by the children. Again, teachers were asked to compare the pupils in the program with similar pupils who were not given help. Table 27 reports these results. Teachers seemed to feel that remedial pupils showed slightly more interest in reading than those not receiving special help. The distributions for first and second-grade pupils did not differ appreciably.

TABLE 27

CLASSROOM TEACHERS' RATINGS OF PUPILS' INTEREST IN READING

Rating[a]	Percent	
	Grade 1 N=41	Grade 2 N=77
5 - Much more	17.1	15.6
4 - More	12.2	22.1
3 - About same	58.5	52.0
2 - Less	7.3	7.7
1 - Much less	4.9	2.6
Mean rating	3.3	3.4
S.D.	1.0	1.0

[a]As compared with similar pupils not given outside help.

The next two items asked teachers to estimate the reading grade levels of pupils at the end of the next school year with and without the continuation of remedial help. Table 28 presents the results. On the average, these prognoses were higher when there was a prospect of continued remediation. Nevertheless, classroom teachers still felt that the group receiving special help would remain somewhat behind in reading.

TABLE 28

CLASSROOM TEACHERS' PROGNOSES OF PUPIL GRADE LEVELS
AT END OF NEXT SCHOOL YEAR

	Projected Help Level			
	With Help		No Help	
	Mean	S.D.	Mean	S.D.
Grade 1 (N=51)	1.7	0.3	1.6	0.6
Grade 2 (N=78)	2.2	1.1	2.0	0.9

VII. PARENTS' REACTIONS TO PROGRAM

In an attempt to get parental reactions concerning the remedial reading program, a sample of 90 parents in 10 schools were chosen and asked to fill out a questionnaire about the program (see Appendix B). Schools included in the sample were selected at random from the population of schools receiving remedial instruction; all the parents who had children in the program from that school were asked to fill out the questionnaire. The sample was limited to the parents of second-grade children in the program so that parents might have some basis for judging improvement shown by their children.

Questionnaires were distributed to classroom teachers who, in turn, sent them home to parents. Parents were provided with an envelope in which to seal their responses and return them to the teacher. Teachers returned these envelopes unopened to the project staff. Parents were not asked to identify themselves or their children on the questionnaire.

Responses were received from 46 parents. The questions centered around the parents' perceptions of their children's school progress in general and reading progress in particular. The responses given by parents on the questionnaire are summarized in Table 29.

A majority of the parents thought that their children made either good or very good progress in reading; 72 percent of the parents described their children's progress in these terms. In a similar vein, 85 percent of the parents thought that their children had made either better or much better progress this year than last year.

TABLE 29

PARENTS' REACTIONS TO THE DIAGNOSTIC PROGRAM
IN PERCENTS (N=46)

Feeling about child's progress in reading this year	Poor 4	Fair 24	Good 46	Very Good 26
Child's progress compared with last year	Worse 2	Same 13	Better 57	Much Better 28
Child's liking for school this year	Dislikes 2	Neither likes nor dislikes 20		Likes 78
Liking for school this year compared with last year	Worse 7	Same 28	Better 48	Much Better 17
Amount of outside reading by child this year compared with last year	Less 2	Same 15	More 83	

A majority of the parents thought that their children made either good or very good progress in reading; 72 percent of the parents described their children's progress in these terms. In a similar vein, 85 percent of the parents thought that their children had made either better or much better progress this year than last year.

A majority of parents claimed that their children liked school. The majority also stated that their children liked school more this year than last year, and spent more time reading outside of school this year than last year.

A total of 82 percent of the parents reported that they had met at least once with the regular classroom teacher to discuss their child's progress in school. While 93 percent of the parents reported that they knew that their child had participated in a special reading program this year, only half of them reported that they had met with the special reading teacher. Less than half the parents (41 percent) were visited in the home by school personnel to discuss their child's school work.

The parental reaction to the program and to their children's progress in school seems quite favorable. A majority of the parents responding had favorable things to say about their children's progress as well as about their own contact with the school.

VIII. TEACHER-TRAINING PROGRAMS

Fifteen of the 26 school districts participating in the special reading program had teacher-training programs as an integral part of the program. Five of these, considered to be representative of the total, were selected for evaluation. The evaluation consisted of two parts: 1, obse vation of training sessions and interviewing the person in charge of the program; and 2, sending mailed questionnaires to the teachers participating in the five programs will be described first and then the opinions of the participants will be presented.

A. DESCRIPTIONS OF TEACHER-TRAINING PROGRAMS

Two of the five districts had teacher-training programs that were held after school hours, two had teacher-trainers who worked in the schools in the districts for a specified length of time on a rotating basis, and one had a full-time teacher-trainer employed in one school. The programs varied in the objectives to be achieved, the methods of working with the classroom teachers, the grade level of the teachers participating in the program, and the number of sessions held with teachers. Since the five programs had little in common, each will be described separately.

One district held two one-hour sessions each week. The sessions were held after school hours and teachers were paid a small honorarium for each session attended. Only primary-level teachers were invited to attend. The major objective of the sessions was to supply the necessary background for the implementation of a common reading program in each of the primary grades of the district. At each session, the teacher-trainer

gave a lecture with primary emphasis on methods and materials for implementing a phonics program in grades 1 and 2 throughout the district.

A second district also used afterschool lecture sessions for teacher-training. Sessions in this district were held once a week for a period of ten weeks. Each session was 90 minutes long. All teachers of the first and second grades and teachers in grades 3 through 8 who were teaching in schools with the Title I Open Enrollment program were invited to attend the sessions. The latter group was urged to attend because of the presence of children with severe reading disabilities in their classrooms. The primary objective of the sessions was to inform the teachers about as large a variety of approaches to reading as possible. At each session, the teacher-trainer gave a lecture on one method or approach to the teaching of reading or on diagnostic techniques that the teacher could use to appraise a student's difficulties in reading. The teacher-trainer had with him the materials used for the particular reading approach he was discussing, and teachers attending the session had an opportunity to examine them. Unfortunately, many of the materials used in the sessions were not available to the teachers for classroom use. There was also inadequate time in these sessions for the teacher-trainer to demonstrate the use of either the materials or the diagnostic techniques.

In the other three districts, the teacher-trainer worked in the schools directly with classroom teachers. In two of the districts, a teacher-trainer spent one or two weeks in one school and would then go to another school in the district. After each school in the district had been visited for the basic time period, the teacher-trainer would return to the first school and the cycle of visits would start again. Each school in the

district was visited either two or three times during the duration of the project. Teachers to be helped by the teacher-trainer were referred by the school principal who selected either new teachers or teachers whose classes had a low reading level on standardized tests or teachers who were having difficulties with their classes. In each school, the teacher-trainer first met with the teachers as a group to give general orientation and to explain diagnostic procedures. He then worked with teachers on an individual basis. In these individual work sessions, the teacher-trainer concentrated on the areas that the classroom teachers felt were problems for them. The teacher-trainer also observed the classes of the teachers to evaluate whether the help given had been effective and to determine whether there were additional areas of weakness in which the classroom teacher needed help. After each classroom observation, the teacher-trainer held individual conferences with the teacher. The teacher-trainer acted as a resource person for the classroom teachers participating in the program.

In the other district where the teacher-trainer worked directly with classroom teachers in their schools, the program was operational in only one school, where a full-time teacher-trainer was employed. In this school, the individualized teacher-training was an integral part of the diagnostic and remedial reading program. At the beginning of the school year, all second-grade children were given diagnostic tests. The teacher-trainer used the results of the diagnostic testing to prepare teaching plans for pupils and to advise teachers on how to group children for reading within the classroom. The teacher-trainer then worked intensively with

six teachers in the second grade. During the school year, he worked with two teachers at a time daily for a ten-week period. During the first part of the individual work, the class was divided in half. Half the class was taught by a teaching assistant while the other half was taught by the teacher-trainer with the classroom teacher as an observer. In later sessions, half the class was taught by the classroom teacher with the teacher-trainer as the observer. At all times, both halves of the class received daily expert instruction in reading either from the teacher-trainer or the classroom teacher. After each class session the teacher-trainer had individual conferences with the classroom teacher. These conferences dealt with problems that the classroom teacher had in grouping children for instruction, preparing exercises to be done in class, teaching basic skills, using available materials, or appraising the individual student's progress. The work with the individual teachers was directed not only toward remediation of reading disabilities but also toward improving instruction for the average and advanced readers in the second grade. In addition to the individual work with the six second-grade teachers, the teacher-trainer also conducted group meetings for all first and second-grade teachers on using materials and developing libraries in the classroom.

B. REACTIONS OF THE TEACHER PARTICIPANTS

One hundred thirty teachers participated in the program in the five districts. Questionnaires were sent to these teachers to obtain their reactions to the programs (see Teacher-Trainee Questionnaire, Appendix B). Responses were obtained from 75 teachers. The respondents had an average of 6.7 years of teaching experience and had attended eight training sessions

averaging 1.4 hours in length.

The teachers were asked to rate eight aspects of the teacher-training programs, to indicate whether the program should be continued in 1969-70, and to comment on any aspect of the program that they wished. Each of the rating scales was a 7-point scale with 1 representing the low point of the scale and 7 the high point of the scale. The program aspects rated were as follows:

1. General value of the training sessions.
2. Extent to which new techniques and approaches to the teaching of reading were presented.
3. Extent to which the teachers were trained to administer and interpret diagnostic procedures.
4. Extent to which the teacher's role in involving parents in the program was dealt with.
5. Extent to which the role of educational aides in the classroom was dealt with.
6. Extent to which the material covered in the sessions was applicable to the classroom.
7. Frequency of individual conferences with training staff.
8. Usefulness of conferences with training staff.

The results obtained from the ratings are presented in Table 30. The mean ratings indicate that the teachers as a whole felt that the training sessions were valuable, particularly in presenting new techniques and approaches to the teaching of reading that had high and immediate applicability to their classroom work. Although the teachers in general indicated

a low frequency of individual conferences with the teacher-training staff, those teachers who did have conferences found them very valuable. As one would expect, teachers in those schools where the teacher-trainer worked in the school reported a larger number of individual conferences than did those teachers in the two districts that had afterschool lecture presentations. The most unfavorable ratings were given by teachers who were in the district where the teacher-training program was open to teachers in grades 1 through 8. Comments from the teachers attending these sessions indicate that the groups were too heterogeneous for good instruction in that the problems of the teachers of the primary grades are quite different from those facing the teachers of the higher elementary grades. This is no new finding; there are similar reports in evaluations of many previous teacher-training programs. Teachers express dissatisfaction whenever the range of participants is too wide.

TABLE 30

MEAN RATINGS GIVEN BY 75 TEACHERS TO 8 ASPECTS OF PROGRAM
(1 = low 7 = high)

Aspect of Program	Mean	S.D.
1. General value of session	5.9	1.1
2. Presentation of new reading techniques	5.7	1.5
3. Training in diagnostic procedures	4.7	1.9
4. Teacher's role in parental involvement	3.2	2.5
5. Role of educational aides	3.9	2.6
6. Application of material to classroom	5.8	1.5
7. Frequency of individual conferences	3.9	2.4
8. Usefulness of conferences	5.8	1.4

The relatively low mean ratings as to the extent of discussion of the teacher's role in parental involvement and of the role of teacher aides

indicate that for the most part these topics were hardly dealt with in the training sessions. It would seem desirable to introduce more emphasis in these two areas in future teacher-training programs.

The standard deviations that range from 1.1 to 2.6 on a 7-point scale are probably reflections of the variability of the teachers' participation, the variability of the programs themselves, and the variability in the teacher-trainers. In the districts where the teacher-trainer worked in the schools, observing teachers in the classroom and holding individual conferences with the teachers, the perceived ability and personality of the teacher-trainer appeared to be highly correlated with the ratings of the teachers.

The teachers participating in the programs were asked to indicate whether they thought the training program should be continued in 1969-70 with or without modification. Table 31 shows the results and supports the generally favorable reactions of the teachers toward the program. Sixty-nine percent of the respondents wanted the program continued with no modifications and another 11 percent wanted it continued with some modification. Thirteen percent thought the program should be continued with considerable modification, and only 7 percent thought that it should not be continued at all.

TABLE 31

TEACHER RESPONDENTS' OPINIONS
ABOUT CONTINUATION OF PROGRAM (N=75)

Opinion	%
YES, no modification	69
YES, with some modification	11
YES, with considerable modification	13
NO	7

The results of the questionnaire indicate that a teacher-training program is likely to be perceived as successful by the teachers when it has a very limited and specific goal and group membership is limited to teachers of a narrow grade range, or when it is conducted in the school where there is opportunity for the teacher-trainer to observe the teacher in the classroom and work with her on an individual basis. A program that has too many or too diffuse aims and that has teachers from grades 1 through 8 in the same group is likely to be perceived by the participants as unsuccessful.

IX. COORDINATORS' IMPRESSIONS OF THE PROGRAM

At the end of the school year in June, each of the persons in charge of the district programs was interviewed again in order to ascertain his own assessment of the program and to identify areas that presented problems. (It was not possible to interview one district representative because of time pressures at the end of the school year.)

The project coordinators were asked which aspects of the programs were, in their opinion, most successful. Table 32 summarizes the responses to this item; some coordinators gave more than one response. As indicated in the table, the training and instructional aspects were considered to be the most successful features of the program.

TABLE 32

COORDINATORS' IMPRESSIONS OF MOST SUCCESSFUL ASPECTS OF PROGRAM (N=25)

Aspect	N	%
Small group instruction	11	44
Teacher training	10	40
Entire program	2	8
Integrated approach to learning disabilities, e.g., social worker, psychologist	2	8
Change in attitude	2	8
Contact with parents	2	8
Able to study children intensively	1	4
Parental awareness	1	4
Well qualified staff	1	4
Psychologist available to determine causes of disability	1	4
Diagnosis of individual problems	1	4

On a more specific level, the coordinators were then asked to rate the effectiveness of their programs in a number of areas on a 5-point scale. Table 33 summarizes these results. Coordinators were generally more positive about their assessments of the program than were other professionals. If one compares the ratings across areas, it is evident that the areas of greatest success, in the opinion of the coordinators, were those that involved classroom teachers. They perceived themselves as being a good deal less successful with parents.

TABLE 33

COORDINATORS' RATINGS OF SUCCESS OF PROGRAM IN VARIOUS AREAS ON A 5-POINT SCALE (N=25)

	Mean	S.D.	Range
Informing classroom teachers of progress	3.9	1.0	1-5
Aiding classroom teachers in interpreting diagnostic reports	3.6	1.0	2-5
Improving classroom reading instruction	3.6	0.9	2-5
Helping classroom teachers develop new techniques	3.9	1.0	2-5
Helping parents work with children	2.9	1.4	1-5
Interpreting program to parents	3.0	1.4	1-5

[a]Questions reported here are from the Final Interview Schedule. Respondents were instructed to use a 5-point rating scale, with 1 poor or low and 5 high or excellent.

The next question again dealt with parents. Coordinators were asked to rate the degree of parental involvement in the program. Table 34 summarizes the results. Generally, parental involvement was minimal.

TABLE 34

COORDINATORS' RATINGS OF PARENTAL INVOLVEMENT (N=25)

Rating	N	%
Many parents involved	7	28
Few parents involved	14	56
No involvement at all	4	16

The next item specifically asked the coordinators whether they had encountered problems in particular areas. Table 35 presents these results. Most districts reported problems in securing personnel. Even with sufficient notice, this can be difficult. When one considers that the project was first funded in December, the difficulties were increased many-fold. Particularly difficult was the staffing of psychologist and social worker positions. Space was another major problem area. Schools in disadvantaged areas are often overcrowded. In addition, schools in these areas house many special services. Project personnel reported working in such unreasonable places as locker rooms. In a few cases, the program could not be offered in a particular school because of space limitations. Relations between coordinators and school personnel were generally not considered a problem by this group. This result is inconsistent with the data reported by principals who tended to see more problems in this area.

TABLE 35

COORDINATORS' REPORTS OF PROBLEMS IN VARIOUS AREAS (N=25)

Area	Problem		No Problem	
	N	%	N	%
Securing qualified personnel	19	76	6	24
Securing space	18	72	7	28
Scheduling	3	12	22	88
Relations with school personnel	3	12	22	88
Securing supplies and materials	22	88	3	12
Obtaining parental cooperation	2	8	23	92

The problem of securing supplies and materials was the one most often reported by coordinators. They attributed this to the cumbersome red tape involved in ordering materials as well as to the late date of funding. Surprisingly, obtaining parental cooperation was not considered a problem by them. If one were to consider this result along with the report that minimal parental participation occurred, it might suggest that more effort should be extended in this area.

The last table in this section, Table 36, summarizes the modifications and suggestions for improvement noted by coordinators. According to coordinators, securing qualified personnel, space, and materials, stand out as the three greatest problems. The materials and personnel problems can to a large extent be attributed to the late date of funding. The space problem could have been eased with earlier planning and with consideration of space problems at the time of preparation of proposals.

TABLE 36

MODIFICATIONS AND SUGGESTIONS FOR IMPROVEMENT
(N=25 COORDINATORS)

Area	N	%
Personnel		
a. Secure more psychologists	8	32
b. Secure more social workers	7	28
c. Secure additional supervising personnel	4	16
d. Improve general quality of personnel	6	24
Funding and timing		
a. Earlier authorization for purchase of materials	6	24
b. Earlier start of program	6	24
c. General comment on earlier funding	5	20
d. Plan program on continuing basis -- not 1 year	4	16
e. Begin planning earlier	3	12
Magnitude of program		
a. Expand to more schools	2	8
b. Given same funds, limit number of schools	1	4
c. Involve hospital service in program	1	4
d. Expand library services	1	4
Miscellaneous		
a. Program should run during school hours, not after school	1	4
b. Give in-service credit for training sessions	1	4
c. Provide time for consultation with classroom teacher	1	4

X. DIAGNOSTIC PROCEDURES

While certain districts did not engage in any formal diagnostic procedures and relied mostly on teachers' recommendations for remedial work, others instituted diagnostic programs that involved, among other things, the administration of various instruments. Notable among those who had special diagnostic programs are the districts serviced by the Bureau of Special Reading Services. In addition to using available instruments, the Bureau constructed its own instruments.

In order to assess the effectiveness of the instruments employed, it is necessary to have relatively large samples of students for whom scores on the diagnostic instruments as well as initial and subsequent reading scores are available. The scope of the present program and its duration did not afford such data. The analyses that were performed and are reported below should therefore be considered as tentative and suggestive. Attempts were made to detect broad patterns in the available data. A more detailed and conclusive analysis is not warranted by these data.

A. DIAGNOSIS OF THE INDIVIDUAL CHILD

The Diagnosis of the Individual Child is an instrument developed and employed by the Bureau of Special Reading Services (see Appendix B) It attempts to detect deficiencies in several areas believed to be related to reading. Data from a sample of 107 students were intercorrelated and factor analyzed. The intercorrelation matrix is reported in Appendix A.

In a principal axes factor analysis with varimax rotations, three factors emerged. The rotated factors are reported in Table 37. Seven of the 16 items

have loadings of .35 or higher on the first factor. Deficiencies reflected by this factor are: motor discrimination, left to right progression, ability to listen, disorganization, hyperkinesis, impulsivity, and ability to relate to group.

The second factor reflects deficiencies in the following areas: visual discrimination, auditory discrimination, use of verbal context--configuration clues, ability to communicate, comprehension skills, infantilism, and poor self-image. This last area, poor self-image, has a negative loading on this factor. It is difficult to explain this finding without a more careful scrutiny of the process of assessing self-image by the diagnosticians.

TABLE 37

ROTATED FACTOR LOADINGS OF SCORES ON DIAGNOSIS OF THE INDIVIDUAL CHILD (N=107)

ITEM	Loadings[a] A	B	C
1. Visual discrimination	12	64	26
2. Auditory discrimination	18	47	32
3. Motor discrimination	44	09	48
4. Recognition of sight words	01	06	32
5. Use of verbal context--configuration clues	-08	52	06
6. Left to right progression	36	04	48
7. Ability to listen	57	-16	24
8. Ability to communicate	24	48	-15
9. Phonic skills	-23	12	57
10. Comprehension skills	-09	39	19
11. Disorganized	63	12	-14
12. Hyperkinetic	76	06	17
13. Impulsive	57	07	-05
14. Infantile	30	41	-04
15. Poor self-image	26	-45	36
16. Does not relate well to group	47	03	03

[a]Loadings of $\geq$ .35 are underlined. Decimal points are omitted.

The third factor has only one item, namely phonic skills, with a loading higher than .35 unique to it. The other items with loadings over .35 also load on one of the other factors.

In summary, it seems that the Diagnosis of the Individual Child taps two main dimensions. It is recommended that the instrument be further studied with large samples and in relation to reading performance.

B. DIAGNOSTIC BATTERY

The Bureau of Special Reading Services also employed a battery composed of subtests selected from the Metropolitan Achievement Test (MAT) Primary Battery, and from the Pre-Reading Inventory of skills (PRIS) Basic to Beginning Reading published by Houghton Mifflin. The three subtests from the MAT were: 1, Word knowledge, 2, Word discrimination, and 3, Reading. The PRIS subtests were: 1, using context and letter sound association, 2, using context and the first letter of a printed word, 3, using context, 4, finding letters, 5, listening for letter sounds, and 6, matching letters and sounds.

Scores for 60 students were available on this battery. Means and standard deviations on the subtests are reported in Table 38.

To study the relationships among the subtests, the scores were intercorrelated. The intercorrelation matrix is reported in Table 39. Using context (subtest No. 6) seems to correlate least with any of the remaining subtests. In order to assess the meaning of these correlations, one would have to study them in relation to reading performance, data for which were not available at this time.

TABLE 38

MEANS AND STANDARD DEVIATIONS ON DIAGNOSTIC BATTERY (N = 60)

Subtest	Mean	S.D.
1. Word knowledge	11.3	5.2
2. Word discrimination	13.2	5.2
3. Reading	10.2	4.8
4. Using context and letter sound associations	8.4	2.5
5. Using context and the first letter of a printed word	6.8	1.9
6. Using context	6.3	1.7
7. Finding letters	16.4	2.4
8. Listening for letter sounds	5.7	6.8
9. Matching letters and sounds	12.5	6.4

TABLE 39

INTERCORRELATION MATRIX OF SCORES ON DIAGNOSTIC BATTERY (N = 60)[a]

	2	3	4	5	6	7	8	9
1	65	32	15	16	21	51	43	32
2		16	23	20	03	43	39	32
3			02	07	03	18	11	09
4				33	08	21	19	06
5					-04	22	17	20
6						22	13	03
7							31	27
8								85

[a]Decimal points are omitted. For identification of subtests see Table 38. A correlation of .26 is significant at the .05 level.

XI. SUMMARY OF FINDINGS AND RECOMMENDATIONS

The findings and problems, together with suggestions and recommendations for improvement if the project is recycled, are summarized below under the following major headings: funding, materials, space, personnel, coordination of personnel, use of paraprofessionals, parental involvement, teacher training, screening and selection procedures, student achievement, and dissemination of the results of evaluations.

Funding

A major problem common to all districts, seriously affecting the effectiveness of the program, is the date of funding. The authorization of State Urban Education funds was not received by the districts until December 1968. Consequently, most districts were able to start the program only in January or February. Some started even later, and the three experimental districts were not able to start the program at all because of difficulties in organization and recruitment at such a late date. The delay in authorization of funds also forced some districts to curtail their original plans and implement a program more limited in scope.

It should be noted that some districts did not even begin planning until funds were authorized. This resulted in proposals hurriedly put together by district personnel. Program coordinators were consequently forced to change such plans radically or even ignore them completely.

Should the program be continued next year, it is absolutely essential that notifications of funding authorizations, or at the very least assurances that funds will be forthcoming, should reach the school districts by early September. It is further recommended that for 1970-71 attempts be made to authorize funds even earlier. Such an approach would assure continuity and serve as a major factor in the success of the program. It is deplorable that districts in which the Title I program was started in 1967 were forced to discontinue it in 1968 until authorization of other funds made possible its resumption in the beginning of 1969. The losses as a result of such erratic programming cannot be overestimated.

Materials

The time involved in ordering materials through channels caused difficulties for most districts. In some cases diagnostic instruments were not obtained until the end of the school year. Those districts that did not have a problem admitted they were working with the unexpended materials from last year's project. Should no procedure be devised for earlier arrival of materials, it is strongly recommended that districts be permitted to sidestep regular channels and order materials directly from publishers.

Space

Proper facilities in which to conduct remedial services was another common problem. In a few instances schools were rejected from consideration for the program because of inadequate classroom facilities and/or storage space for materials. The severity of the space problem is illustrated by the

fact that in some districts remedial work was conducted in completely inadequate locations -- in one instance in a locker room. Space problems also resulted in theft and loss of materials. Proper instructional facilities and storage space should be arranged for before a program is introduced in a school. Some districts overcame the problem by holding sessions in the nearest school where space was available. Although this arrangement can introduce other potential problems, this solution is far superior to others of the "shower room" variety.

Personnel

The problem area most related to the difficulties with late funding was that of securing qualified staff. Almost all districts reported problems in this area. Some settled for less qualified personnel and others were not able to fill positions at all. By the time funds were authorized many persons who had expressed interest in the projects had found employment elsewhere (often within the school system). Psychologists and social workers with an understanding of reading problems were particularly hard to find. The prospect of employment lasting only one year or less added to these problems. In a few districts, the delay in funding resulted in the hiring of staff with less than the prescribed qualifications in the area of reading.

Since psychologists function mainly in the diagnostic phases of the program, this aspect of the personnel problem might be relieved by delegating the responsibility for diagnosis to a central agency. The Bureau of Child Guidance or the Bureau of Special Reading Services might serve such a function. If that were done, it would be necessary to allocate funds to such a central

agency for maintaining a permanent staff to serve individual projects in the various districts.

Coordination between Project Staff and School Personnel

In many cases, the child receiving remedial attention was treated as though he were served oy two independent agencies -- represented by the classroom teacher and the remedial teacher. Only rarely did the two really work together to plan and revise programs for an individual child. Friction between the two teachers was frequently reported by principals. It is strongly recommended that formally scheduled conferences between the classroom teachers and the remediation staff become a mandatory aspect of any remedial program. Fifteen minutes per week per child should be considered an absolute minimum of conference time. Should funds allow substitute days for coverage during these conferences, they should be made available on a district-wide basis. An alternative may be to employ paraprofessionals to work with classes during conferences.

In some instances, conflicts between project and supervisory staff were evident. District superintendents should be urged not to impose the program on any school that does not desire it.

Use of Paraprofessionals

Districts varied widely in their use of paraprofessionals. In some districts, aides were trained to supplement the teachers' activities by working with individual pupils or small groups in review and drill exercises. Other districts used them as monitors whose primary responsibility was to

fetch and return children to classrooms. In the hiring of nonprofessional personnel, failure to define their work can lead to serious morale problems. It is strongly recommended that no paraprofessionals be hired without providing training leading to a meaningful experience for them, thereby contributing to the success of the program.

Parental Involvement

In the opinion of most personnel interviewed, the degree of parental involvement stands out as one of the weakest aspects of the program. The programs that were most successful in involving parents employed social workers or family assistants to visit the homes and work with parents. The use of written notices about meetings was not effective. To the extent that active parental involvement remains an important objective of the program, and we believe it should be, it is recommended that home visits be employed. This is one area where community paraprofessionals can serve a very important purpose.

Teacher-Training

In many districts, teacher-training was considered the strongest aspect of the program. Perhaps more than any other area, teacher-training is dependent on the quality of the personnel involved. Indeed, reactions to this program on the part of trainees varied with the competence of the trainer. As with other personnel, qualified trainers were difficult to obtain; often they were taken from other programs within the school system. Some of the persons designated to do this training had little prior experience in this field. Minimum qualifications for trainers should be established and adhered to. Where competent trainers are not available in districts, it is suggested that the in-service training program be extended

across district lines. Either boroughwide or citywide workshops might also be organized for training purposes.

In an effort to reach as many children as possible, the practice of allowing teachers from the upper grades to attend the training sessions was adopted in some districts. This practice was generally not successful. Both trainers and target teachers found the training sessions unsatisfactory when the sessions included teachers from a wide range of grade levels. They felt that the sessions should be restricted to teachers of one grade level, or at most two consecutive grade levels (e.g., grades 1 and 2). Numerous previous evaluations of teacher-training programs have reported similar findings and made similar recommendations. These recommendations need wider dissemination at the district level; if training sessions for, say, teachers of grades 1 and 2 are not filled, it would be preferable to invite attendance of teachers of these particular grades from other schools or districts, rather than to extend the range of grade levels.

Screening and Selection Procedures

A preliminary analysis of two of the screening procedures used suggests that there is a great need for the development of a good, quick diagnostic test that could be administered and interpreted by primary grade classroom teachers. It is recommended that a study be undertaken to identify and develop adequate screening instruments.

In a few instances, remedial programs were used to remove emotionally disturbed children from the regular classroom for short periods. It is

recommended that this practice be discontinued since the remedial reading programs are not designed to deal with pathology that extends beyond reading.

A common suggestion from almost all districts was to extend the program to include more pupils. Given existing staffs, this would be disastrous. Nevertheless, should funds and facilities be available, this would be desirable.

Student Achievement

Considering the brevity of the program and the problems encountered in its implementation, it would be highly misleading to study gains as reflected by performance on tests. An assessment of this kind should be conducted only after the program has been in operation for an extended period of time without interruptions.

At the present time, it is possible to state only that the program personnel, the classroom teachers, and the parents feel that the children generally benefited from the experience; they reported that children showed more positive attitudes toward studies and specific gains in reading.

Dissemination of Evaluation Data

None of the district coordinators have been given any feedback on the evaluation of last year's Title I programs. It is indeed encouraging to know that administrative staff are interested to learn about the results of evaluation and are eager to find out what recommendations were made for the improvement of the program. Recommended changes are not likely to be incorporated unless the field level personnel are aware of them. It is therefore recomm-

ended that the Central Office of the Board of Education distribute copies of the complete evaluation report to district superintendents and district coordinators involved in the program.

General Overview

In view of the above, any attempt at an overall summary may run the risk of oversimplification and misrepresentation. One conclusion can, however, be safely and unequivocally stated. It was the consensus of principals, teachers, and reading specialists that the program met with more than average success. The vast majority recommended that the program be continued. Parents whose children participated in the program also seemed satisfied with their progress.

In the process of evaluating the individual programs, the evaluators encountered differing degrees of quality between and within districts. We believe, however, that in view of the complexity of the problem and the difficulties encountered, the program was generally satisfactory. We therefore recommend the continuation of the program next year. Attempts should be made to rectify the shortcomings observed in this year's program, thereby contributing to its greater success in the future.

APPENDIX A

TABLES

Tables		Page
A1	Intercorrelation Matrix of Scores on Diagnosis of the Individual Child	A1

TABLE A1

INTERCORRELATION MATRIX OF SCORES ON DIAGNOSIS OF THE INDIVIDUAL CHILD
(N = 107)

	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	.33	.32	.14	.38	.26	.00	.28	.17	.28	.07	.17	.05	.34	-.23	.16
2		.31	.12	.20	.20	.13	.29	.28	.24	.12	.22	.10	.32	-.07	.11
3			.10	-.03	.47	.39	.13	.09	.10	.19	.43	.15	.05	.22	.24
4				.05	.09	.10	-.01	.29	.01	.10	.04	-.03	.09	.14	-.07
5					-.05	-.12	.16	.20	.31	.05	.00	.07	.11	-.23	.09
6						.35	-.01	.19	.05	.08	.33	.22	.21	.19	.14
7							.03	-.12	.04	.37	.43	.21	.05	.31	.30
8								-.16	.26	.22	.16	.30	.17	-.17	-.01
9									.12	-.20	-.03	-.04	-.02	.18	-.13
10										-.05	.02	-.11	-.05	-.07	-.08
11											.53	.35	.31	.06	.20
12												.49	.22	.27	.39
13													.19	.19	.29
14														-.20	.17
15															.14

APPENDIX B

INSTRUMENTS

	Page
Initial Interview Schedule	B1
Principal Questionnaire	B4
Classroom Teacher Questionnaire	B6
Teacher Rating Scale	B7
Parent Questionnaire	B9
Teacher-Trainee Questionnaire	B10
Final Interview Schedule	B12
Diagnosis of the Individual Child	B14

INITIAL INTERVIEW SCHEDULE

Name_____ Position_____ District_____
address_____
Superintendent's Name_____ phone_____

1. A. How would you describe the diagnostic and/or reading program in this district that is funded by Urban Education funds?

   B. When did the program in your district begin?

2. A. Some districts are using their funds to extend their regular reading programs, others to introduce or try out new programs. How would you categorize your program in these terms?

   B. Which aspects of your program would you consider extensions of older established programs?

   C. Which were first established either this year or last year under the recent Title I or Urban Education funds?

3. From what you've described, the major thrust of this program seems to be in _____(area, e.g., remedial programs for children). Do you have any idea about the rationale for this choice in your district?

Use of Funds

1. According to our information you were allotted $_____for this program. Is this accurate? If not, Q for new amount_____.

2. What special materials have you purchased so far with these funds?

3. Which of these arrived?

4. What is still to be ordered?

Diagnostic Procedures

1. How would you describe the diagnostic program in your district? Important - Only programs supported by project (Urban Education funds) are to be reported here.

2. Who is responsible for the overall supervision of the diagnostic program in this district?

3. I realize that the funds have just recently been authorized. How many of the personnel who were to be involved in testing that you intended to hire have you been able to find so far?_____Which positions did you fill?

   Which are still to be filled?

4. What measuring instruments are used for general screening?

   Kg_____
   Grade 1_____
   Grade 2_____

   Who administers these instruments?

5. What instruments are used for more intensive individual work?

   Kg_____
   Grade 1_____
   Grade 2_____

   Who administers these tests?

6. How many pupils were screened thus far?

7. How many were given intensive individual workups?

8. How many more individual workups are you planning?

9. Of those tested, how many were found to be in need of special attention? Specify by kind of program.

10. How are the results from this program reported to the classroom teachers?

Remedial Programs.

1. Could you give me a more detailed description of the remedial reading program supported by Urban Education funds in this district?

2. How does this differ from the regular remedial program in your district?

3. Who conducts this program? Determine whether it is regular school staff or project staff.

4. I realize that the funds have just recently been authorized. How many of the personnel who were to be involved in the reading program that you intended to hire have you been able to find so far?_____

   Which positions did you fill?

   Which are still to be filled?

5. Are they using any special materials e.g. Sullivan Readers, SRA Labs, etc.?

6. What schools are now getting this program?

   How many pupils in each school are involved?

7. How frequently do children attend reading sessions?_____

   When are these sessions conducted? Do they replace the regular class sessions or are they added to the child's regular program?

8. Are you considering extending the program to any new schools this year? If yes, which?

9. If the remedial reading program has a diagnostic phase not supported by project funds, ask questions listed under diagnostic procedures above. Report results here.

Teacher and/or paraprofessional training

1. Could you give me any more information on the training program? Note: Urban Education funds.

2. Who conducts this training? How many trainers are involved?

3. What schools are you servicing? How many trainees are involved in each schoo

Parental Involvement

1. Other than the training of paraprofessionals, what efforts are being made to involve parents in the program?

2. What meetings have you held for parents?

3. What percentage of the parents you've tried to involve have attended your meetings?

Evaluation

1. Some districts are relying on the informal feedback given to the project director as evaluation data. Others have instituted formal evaluation procedures. Would you describe the evaluation plans in the district?

2. Are you planning or in the process of gathering test data or sending out any formal questionnaires in connection with the project? (Reassure interviewee that we do not wish to generate data. We are only interested in any data they were planning to collect.)
   When will these data be in? Date_____
   Where will we be able to find them?

3. As the program seems to be going now, which phases do you feel will be strongest?

   Have you experienced or do you anticipate any difficulties? Where?

PRINCIPAL QUESTIONNAIRE

Introduction: You have had a diagnostic and remedial program in reading for children in grades___ to _____ supported by Urban Education funds.

1. (a) About how many children in your school have been given special reading instruction in this program?_____

   (b) How were the children in your school selected for the program? Who did this selection?

   (c) Is this special reading instruction the only remedial instruction (other than regular classroom) that these children are receiving?
   _____Yes _____No

   (d) (If no, ask) What other instruction is being given?

   (e) On the average how much time each week is given to each child in the program?

   (f) Do you think that the amount of time spent with each child in the reading program is too little_____ too much_____ just about right_____?

   (g) What do you think will be the major benefit to the students from the program?

Integration: In your opinion how well do you think each of the following has been accomplished in the program.
How would you rate the success of the program in:

2. (a) integrating the special reading program and classroom reading program:

1	2	3	4	5	6	7
very poorly						very well

   (b) keeping classroom teacher informed of child's progress in special program:

1	2	3	4	5	6	7
very poorly						very well

   (c) helping classroom teachers to develop new techniques for dealing with reading problems in the classroom:

1	2	3	4	5	6	7
very poorly						very well

   (d) helping the classroom teacher to understand and use diagnostic reports on children:

1	2	3	4	5	6	7
very poorly						very well

   (e) helping parents to understand what school is trying to do for the child:

1	2	3	4	5	6	7
very poorly						very well

(f) helping parents to work with the child on his reading:

1	2	3	4	5	6	7
very poorly						very well

How much have you been able to involve parents in this program?

_____not at all _____a few parents _____ many parents

Would you describe the nature of this involvement?

3. In your school, did you encounter any problems in the following areas with the Special Reading Program?

(a) Securing space: _____Yes _____No (If yes, specify.)
(b) Scheduling: _____Yes _____No (If yes, give example.)
(c) Arranging for children to be taken to special reading class:
_____Yes _____No (If yes, give example.)
(d) Friction between personnel in special reading program and classroom teachers:
_____Yes _____No (If yes, give example.)
(e) Obtaining parental cooperation:
_____Yes _____No

Did you encounter any other problems with the program?

_____Yes _____No (If yes, give examples.)

Would you like to have the same type of remedial program (Urban Education funds) next year? _____Yes _____No (If no, why not?)

If you were given a sum of money with no restrictions to use in remedial reading next year, what changes would you like to see in (1) the nature of this reading program and (2) the administration of the program?

Considering the date that the program started, and the number of children served, how would you rate the success of the program?

Failure_____ Moderate Success_____Great Success_____

CLASSROOM TEACHER QUESTIONNAIRE

Name _____ School _____

Class _____ Grade _____

1. How many of your students received remedial reading outside the classroom?

   _____

2. In general, how effective was the remedial work?

   1 2 3 4 5 6 7
   Not effective at all ——— very effective

3. How frequently did you meet with the person(s) carrying out the remediation to discuss the progress of your students?

   1 2 3 4 5 6 7
   not at all ——— very frequently

4. To what extent were the conferences with the person(s) carrying out the remedial work useful?

   1 2 3 4 5 6 7
   useless ——— very useful

5. In general, did students participating in special remedial work exhibit better adjustment to work in the classroom?

   1 2 3 4 5 6 7
   none at all ——— very much

6. To what extent were you involved in gaining cooperation of parents in the implementation of the remedial reading program?

   1 2 3 4 5 6 7
   not at all ——— very much

In your opinion, should the remedial program be continued next year? (Please check the answer that applies most.)

_____ (a) yes
_____ (b) yes, but with some modifications
_____ (c) yes, but with considerable modifications
_____ (d) no

Comments: Please feel free to make any comments that may help in the evaluation of the program.

TEACHER RATING SCALE

Instructions

For each child who is listed in Column 1 indicate the following:

Column	Data Required
2	The reader the child will have reached by May 31, 1969, e.g., primer, first preprimer, etc.
3	For each child, indicate the amount of improvement in reading he (she) has shown since the start of the remedial work, on the 5 point scale below. Compare the child with similar readers who have not been given outside help. 5 - A great deal 4 - Good progress 3 - Similar to children who received no help 2 - Less progress 1 - Very much less
4	For each child, rate his interest in reading, compared to similar children who have not received special outside help. 5 - Much more interest 4 - More 3 - About same 2 - Less 1 - Much less interest
5	For each child, estimate his probable reading grade at the end of the next school year - SHOULD SPECIAL HELP CONTINUE.
6	For each child, estimate his probable reading grade at the end of the next school year - SHOULD HE/SHE RECEIVE NO ADDITIONAL HELP.

Name_____ Class_____
Grade_____ School_____

TEACHER RATING SCALE

1	2	3	4	5	6
Name	Reader as of May 31, 1969	Improvement Since Remedial Work	Interest in Reading	Prognosis for Future	
				With Help	Without Help

PARENT QUESTIONNAIRE

Dear Parent:

Your school system is interested in getting the reactions of parents in order to help in finding ways to improve education. Please answer the questions below by marking an X by the answer that applies to you, and place this sheet in the blank envelope enclosed. Please seal the envelope. Although your child's teacher will collect them, she will not see the responses. Do not sign your name on this sheet or the envelope.

Thank you for your cooperation.

1a. How do you feel about your child's progress in reading this year? (check one)

Poor _____ Fair _____ Good _____ Very good _____

b. How does his (her) reading progress compare with last year?

Much worse _____ Worse _____ Same _____ Better _____ Much better _____

2a. How does he (she) like school this year?

Dislikes school _____ Neither likes nor dislikes _____ Likes school _____

b. How does this compare with last year?

Much worse _____ Worse _____ Same _____ Better _____ Much better _____

3. How much reading does he do this year as compared with last year?

Less _____ Same _____ More _____

4. Have you met with your child's regular classroom teacher to discuss his progress in school at any time?

Yes _____ No _____

5. Did you know that your child is participating in a special reading program this year?

Yes _____ No _____

6. Have you come to school to visit your child's special reading teacher this year?

Yes _____ No _____

7. Has anybody from the school come to your home to discuss your child's work this year?

Yes _____ No _____

TEACHER-TRAINEE QUESTIONNAIRE

District_____ School_____
Years of Teaching Experience___ Grade_____

I. Training Program

1. In approximately how many training sessions did you participate?_____
2. What was the length of each session?_____

We would like you now to rate several aspects of the program on the 7-point scale which follows each question. In each case, place a check on the rating scale to indicate your response to the area under consideration.

3. In general, how valuable were the training sessions?

1	2	3	4	5	6	7
of no value						very valuable

4. To what extent were there new techniques ond approaches to the teaching of reading presented during the training sessions?

1	2	3	4	5	6	7
practically nothing						very much

5. To what extent were you trained in the administration and interpretation of diagnostic procedures?

1	2	3	4	5	6	7
not at all						very much

6. To what extent was your role in parental involvement in the program dealt with during the training sessions?

1	2	3	4	5	6	7
not at all						very much

7. To what extent was the role of educational aides in the classroom dealt with during the training sessions?

1	2	3	4	5	6	7
not at all						very much

II. Work in the Classroom

1. How much of what was covered during the training sessions was applicable

to your work in the classroom?

1	2	3	4	5	6	7
nothing at all						very much

2. To what extent did you have conferences with the training staff subsequent to the training program?

1	2	3	4	5	6	7
none at all						very much

3. If you had conferences with the training staff, how useful were these conferences?

1	2	3	4	5	6	7
useless						very useful

4. Should the program you took part in this year be continued next year? (Please check the answer that applies most.)

_____a. yes
_____b. yes, with some modifications
_____c. yes, but with considerable modifications
_____d. no

Comments: Please feel free to make any comments that may help in the evaluation of the program.

B12

FINAL INTERVIEW SCHEDULE

Name_____ Position_____

District_____ Phone_____

Address_____

1. (Show copy of interim report.) As we see your program, this description seems to describe it. Would you be kind enough to read it, react to it, and suggest any modifications you might wish to make.

2. Approximately how many children will you have serviced in this program by the end of June, for:
   a. Diagnosis_____ b. Remedial Work_____
   c. How many children who have had remedial work have completed the program?_____
   d. How many children started remedial work and dropped out?_____

3. Does your district have a teacher training program?_____
   How many teacher-trainers are employed?_____
   How many teachers have received teacher training?_____

4. What do you consider to be the most successful aspect of the program?

5. How effective has the program been in integrating the classroom reading program with the special reading program?

6. To what extent have classroom teachers been informed of their students' progress in the special reading program?

7. How effectively has the program been in helping the classroom teacher understand and use diagnostic reports on children?

8. How effective has the program been in improving classroom reading instruction?

9. How effective has the program been in helping classroom teachers to develop new techniques for dealing with reading problems in the classroom?

10. How effective has the program been in helping parents to work with their children on reading?

11. How effective has the program been in helping parents to understand what the program is trying to do for the child?

12. How much have you been able to involve parents in this program?
Not at all_____ A few parents_____ Many parents_____
Would you describe the nature of this involvement?

13. What problems have you encountered in:
a. securing qualified personnel

b. securing space

c. scheduling

d. relations with school personnel

e. securing supplies and materials

f. obtaining parental cooperation

g. any other problem areas

14. Would you like a similar type of program next year?

15. What modifications or additions would you suggest in next year's program?

16. Do you have any gripes and/or suggestions that you would like us to transmit to the Board of Education in our final report?

17 a) Names, positions, and educational level of personnel salaried by program:

b) Reading teachers:
1. Years of teaching experience_____.
2. Grades taught_____.
3. Academic year last taught _____.

c) Teacher-trainers:
1. Years of teaching experience_____.
2. Grades taught_____.
3. Academic year last taught _____.

Bureau of Special Reading Services

DIAGNOSIS OF THE INDIVIDUAL CHILD

Name_____ School_____
Class_____ Reading Teacher_____
Date of Birth_____
Date

1. Visual discrimination									
2. Auditory discrimination									
3. Motor discrimination									
4. Recognition of sight words									
5. Use of verbal context, configuration clues									
6. Left to right progression									
7. Ability to listen									
8. Ability to communicate									
9. Phonic skills									
10. Comprehension skills									
11. Dynamics of behavior									
11.1 disorganized									
11.2 hyperkinetic									
11.3 impulsive									
11.4 infantile									
11.5 poor self-image									
11.6 does not relate well to group									

APPENDIX C

STAFF LIST

Marvin Sontag, Evaluation Director
Associate Professor of Psychology and Education
Teachers College
Columbia University

Elizabeth Hagen, Co-director
Professor of Psychology and Education
Teachers College
Columbia University

Elazar Pedhazur, Co-director
Associate Professor of Psychology and Education
School of Education
New York University

Richard Hansen, Research Associate
Assistant Professor of Education
The City University of New York

Marsha Groob, Research Assistant

Carol Steinbock, Research Assistant

Robert Friis, Observer
University of Michigan

Jacqueline Bruskin, Interviewer

Liora Pedhazur, Clerk

Richard Cumbo, Clerical Assistant

Clara Ascher, Statistical Clerk

Walter MacGinitie, Consultant
Teachers College
Columbia University

Lenore Ringler, Consultant
School of Education
New York University

Sam Ball, Consultant
Educational Testing Service